REPORT RESUMES

ED 013 237 SP 001 260

NEW CAREERS FOR NON-PROFESSIONALS IN EDUCATION. FINAL REPORT.
BY- HARTLEY, JAMES R.
CALIFORNIA UNIV., RIVERSIDE
INSTITUTE FOR THE STUDY OF CRIME AND DELINQUENCY
PUB DATE 31 AUG 65
EDRS PRICE MF-$1.25 HC-$12.52 313P.

DESCRIPTORS- ADMINISTRATOR ROLE, BIBLIOGRAPHIES, CLASSROOM COMMUNICATION, CLASSROOM ENVIRONMENT, *DISADVANTAGED SCHOOLS, *DISADVANTAGED YOUTH, EFFECTIVE TEACHING, *ELEMENTARY SCHOOLS, EVALUATION TECHNIQUES, *STUDENT TEACHER RELATIONSHIP, *SUBPROFESSIONALS, TEACHER SHORTAGE, TEACHING MODELS, NEW CAREERS DEVELOPMENT PROJECT,

THIS REPORT DESCRIBES AN EFFORT TO DEVELOP A MODEL FOR TEACHING AND ADMINISTRATION IN ELEMENTARY SCHOOLS, PARTICULARLY THOSE HAVING LARGE NUMBERS OF SOCIALLY, ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED CHILDREN. THRITY-TWO SUBPROFESSIONAL TEACHING ASSISTANTS, MOSTLY POOR AND FROM MINORITY GROUPS, WERE EMPLOYED AND TRAINED TO HELP CHILDREN LEARN. COMMUNITY ACCEPTANCE WAS SUBSTANTIAL. APPROACHES TO ALLEVIATE CURRENT SOCIAL AND EDUCATIONAL PROBLEMS ARE DISCUSSED IN RELATION TO (1) INCREASING UNEMPLOYMENT AMONG DISADVANTAGED PEOPLE, CAUSED BY LACK OF FORMAL EDUCATION AND TECHNOLOGICAL ADVANCES, (2) THE EFFECTIVENESS OF THE MORE TRADITIONAL ELEMENTARY SCHOOL FOR EDUCATING DISADVANTAGED CHILDREN, (3) THE SHORTAGE OF PROFESSIONAL ELEMENTARY TEACHERS, (4) OVERCROWDED CLASSROOM CONDITIONS, (5) COMMUNICATION DIFFICULTIES BETWEEN ADULTS AND DISADVANTAGED CHILDREN AND (6) TECHNIQUES FOR OBSERVATION AND EVALUATION OF TEACHING AND LEARNING. (RP)

SEP 0 8 1967

01260

R690

ED013237

NEW CAREERS

for nonprofessionals in education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UNIVERSITY OF CALIFORNIA EXTENSION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO
SANTA BARBARA • SANTA CRUZ

OFFICE OF THE DIRECTOR, RIVERSIDE
RIVERSIDE, CALIFORNIA 92502

June 10, 1966

Mr. Sargent Shriver
Director
U.S. Office of Economic Opportunity
Washington, D.C. 20506

Dear Mr. Shriver:

We are pleased to send this report of a research and demonstration project, "New Careers for Non-Professionals in Education," held at Val Verde Elementary School, Perris, California, during Summer, 1966.

An account of significant events and findings of this meaningful and exciting effort is presented, particularly in Chapter XVII titled, "Preliminary Evaluation." Other outcomes since completion of the project are:

Follow-up on the non-professionals. Seven of the eight adults have been involved in activities using skills they developed during the summer. One has been employed since February 1 as an assistant teacher in a Headstart Program. Six served as assistant teachers in University Extension courses on human relations in teaching and learning during the fall semester, 1965. Four of these were employed by this office to serve as discussion leaders in a 135-hour training program for teachers and teacher-aides involved in Operation Headstart. They held their own admirably in comparison with twelve certified teachers who also served as discussion leaders. The director of this program has been most complimentary in describing their contribution to the success of the program. Two of these same adults have recently been employed in an OEO financed adult education program in Mead Valley, a community having a high proportion of disadvantaged people within the Val Verde School District. A member of our Campus Education Department who serves as consultant to this project tells me they are doing outstanding work. The other four have been employed part-time by The New Careers Project, directed by J. Douglas Grant, to assist the Ontario School District in developing guidelines for roles of non-professionals in schools. Only one of the eight has not been involved in any of our activities since termination of the Val Verde Project and she has expressed interest in doing so.

All eight of the college students have continued in undergraduate or graduate work. Three have completed master's degrees, one at San Francisco State College and two through the Eagleton Foundation at Rutgers. I plan to employ one of them full-time about July 1.

Two of the dropouts returned to school and one joined a work camp project where he served as a discussion leader.

Ontario School District. One of the teachers employed on the Val Verde Project, regularly employed in Ontario, was instrumental in discussions with the Ontario School District Administration which led to development of an Extension Course on ways of changing teaching and learning procedures, including the use of teaching assistants. During the year, over eighty teachers, administrators, and consultants have been enrolled and a high proportion are experimenting with new approaches, using older children to teach youngers and volunteer adults in assistant teaching roles. Junior high school youngsters have also been used successfully as observers and researchers in giving feedback about interactions in teaching and learning. This school district is planning to employ 72 non-professionals during the coming academic year. Prospects that there will be a variety of innovations in that system are very encouraging.

University Extension Courses. Approximately 100 teachers other than those from Ontario are currently enrolled in courses where discussion of the uses of cross-age teaching and employing non-professionals has led a large number to experiment with these approaches in their classrooms. Many have reported success. Also, their problems of classroom control have been alleviated through development of greater insight about interpersonal relations.

We are indeed grateful for the support of the Office of Economic Opportunity which contributed substantially to these developments. I am confident that we are on the threshold of enormous improvement in education in this area. Through continued support of the Office of Economic Opportunity, the process will be more rapid.

Very truly yours,

James R. Hartley

James R. Hartley

JRH:ja

Encl.

FINAL REPORT

NEW CAREERS FOR NON-PROFESSIONALS IN EDUCATION

A Research and Demonstration Project

Funded by a grant from the U.S. Office of Economic Opportunity (CAL CAP 896-1)

Conducted by the University of California Extension, Riverside and the New Careers Development Project (OMO 1616), Institute for the Study of Crime and Delinquency, Sacramento.

At Val Verde Elementary School, Perris, California

James R. Hartley

Project Director

May 1 to August 31, 1965

CONTENTS

Page

Introduction and Summary of Findings ... i
Project Staff ... viii

PLANNING AND PREPARATION

I. How It Came to Be ... 1
II. We Accept, Minnie Mae Penn ... 11
III. Staff Selection ... 22
IV. Staff Orientation and Training ... 30
V. Weekend Workshop and Sensitivity Training, Betty Berzon and Toni Volcani ... 43

PROJECT INNOVATIONS

VI. The Change and Development Team ... 62
VII. Daily Staff Seminars ... 68
VIII. Older Children Teaching Youngers: Extensive Use of "Cross-Age Relationships" ... 101
IX. Group Discussions in the Classrooms ... 116
X. Linking the School with the Community ... 130
XI. And More Cool Aide, Ley Yaeger ... 134

CLASSROOMS AND INSTRUCTION

XII. The Teaching Teams ... 148
XIII. From the Rug Up, Maria Gomez ... 167
XIV. A Day with My Children, William Knitter ... 173
XV. Tradition in Turmoil, Evelyn Hale ... 184
XVI. A Daily Classroom Evaluation, Joseph Denhart ... 197

EVALUATION

XVII. Preliminary Evaluation ... 209
XVIII. Perplexity-Panic-Praise - Visitor's Impressions, Phyllis Dole and Nell Greene ... 223
XIX. An Adventure in Stating, Relating, and Baiting, Dr. Eva Schindler-Rainman ... 230
XX. Report, Peggy Lippitt ... 236
XXI. Roles for Non-Professionals in Education ... 241

References ... 271

Multilithed by the Duplicating Service of
University of California, Riverside

INTRODUCTION
and
SUMMARY OF FINDINGS

This report describes an effort to develop a model for teaching and administration in elementary schools, particularly those having large numbers of socially, economically and educationally disadvantaged children. It gives an account of experiences that we hope will encourage teachers to be more creative in developing an exciting environment for learning, young people and adults needing meaningful employment, and administrators to be more supportive of innovative approaches to teaching.

Approaches to alleviate current social and educational problems are discussed in relation to the following topics: (1) increasing unemployment among disadvantaged people resultant from lack of formal education and technological advances, (2) the effectiveness of the more traditional elementary school for educating disadvantaged children, (3) the shortage of professional elementary teachers, (4) overcrowded classroom conditions, (5) communication difficulties between adults and disadvantaged children, and (6) techniques for observation and evaluation of teaching and learning.

I. EMPLOYMENT OF DISADVANTAGED PEOPLE. Increasing attention is being given to finding meaningful and rewarding careers for persons disadvantaged through lack of formal education, and those needing to learn new skills and means of employment due to technological advances, population increase, longevity, etc. (see reference 5) Social welfare is becoming increasingly recognized as having demoralizing effects on recipients, blocking them and their children from full participation in society. Three-fourths of the families having children who attended the Val Verde Summer School were receiving social welfare assistance, one family having done so for three generations.
AN ALTERNATIVE DEMONSTRATED IN THIS PROJECT. Thirty-two non-professional teaching assistants, a majority of whom were poor, with 70 percent residing in the school community and 60 percent being members of minority groups were employed and trained to do exciting, meaningful and significant work in helping children learn. Community acceptance of the project was substantial.

II. TEACHING, ADMINISTRATION AND SOCIAL CONTROL IN THE ELEMENTARY SCHOOL. An elementary classroom for disadvantaged children typically has 20 to 40 children with one certified teacher who teaches a variety of content, using books, workbooks and curriculum materials, and supervises social relations in the classroom and on the playground. The teacher instructs children in knowledge and skills appropriate to their age and maturity and in a manner and at a rate he determines is effective. Criteria for rate of learning and effectiveness of teaching is determined largely by achievement tests and/or teacher observations. Minor disciplinary problems are handled by the teacher and major or recurring incidents referred to the administration. The teacher visits a limited number of homes. Parent-teacher conferences are held.

ALTERNATIVES DEMONSTRATED IN THIS PROJECT. A. *Non-professional assistant teachers were recruited, oriented and trained to perform instructional roles and assist in the solution of human relations problems on a one-to-six basis with children in non-graded classrooms.* (see Chapters 12 and 21)

B. *Achievement tests had severe limitations in terms of their usefulness to the staff.* (see Chapter 17)

C. *A "Change and Development Team" composed of a professional consultant, a graduate student and two formerly confined felons provided observations and direct feedback concerning human relations and teaching processes and problems.* (see Chapter 6)

D. *Discipline and control was handled largely through daily group discussions in each classroom at all levels beginning with the pre-school group.* (see Chapter 9)

E. *Assistant teachers made frequent home visits and thereby provided valuable "linkage" between the home, community and the classroom.* (see Chapters 10 and 11)

F. *Time for training, evaluation and planning was available in that school met for a half day.* (see Chapters 7 and 12)

III. THE SHORTAGE OF PROFESSIONAL TEACHERS AND LIMITATIONS OF MANY PROFESSIONAL TEACHERS IN DEALING WITH THE DISADVANTAGED. Prospects that the teacher-pupil ratio will be reduced significantly in the next decade are not promising as an insufficient number of teachers are being trained. Some predictions that unless immediate and imaginative steps are taken, the ratio is likely to increase. Disadvantaged children have severe learning problems in crowded classrooms having a majority of children who are more physically active and less verbal than is the case in a more typical middle-class school. Few teachers are trained to work effectively with disadvantaged youngsters and administrative procedures tend to discourage innovative approaches.

ALTERNATIVES DEMONSTRATED IN THIS PROJECT. A. *Each certified teacher was assigned four non-professional teaching assistants, each of whom was to work with a group of six children. Certified teachers were responsible for training and supervising the assistant teachers. With few exceptions, the non-professionals developed useful teaching skills and proficiency in a relatively short time.* (see Chapters 4, 12 and 21)

B. *Classroom instruction was facilitated by extensive use of cross-age relationships, i.e., older children helping younger ones. Opportunities for skill and social development and learning were enhanced.* (see Chapter 8)

C. *Two full-time administrators (a project administrator and a resident principal) were employed to encourage, support and assist the teachers in their experimentation. Direction in the usual sense of it's meaning was kept to a minimum.*

D. *Though credentialed teachers experienced considerable anxiety from the changes in instructional procedures,* (Chapters 13 and 15) *a weekend of "sensitivity training" and daily staff meetings were helpful to them in resolving many of their concerns.* (see Chapters 5 and 7).

IV. OVERCROWDED CLASSROOMS. Population increase, especially at the preschool and primary levels is creating great pressure for construction of additional classrooms.

ALTERNATIVES DEMONSTRATED OR IMPLIED FROM THIS PROJECT. A. Children attended school for three hours daily. Through activities in small groups, increased certificated teacher-pupil ratio with assistance by non-professionals and use of facilities outside the school - field trips, etc., our experience suggests that children might be able to learn as much, though spending less time in school, as is the case in more traditional schools. Classrooms could conceivably be used by two teams of different children and staff in one day, (i.e., 9:00-12:00 for the first and 1:00-3:00 for the second group). Additional meetings could be held in homes, stores, churches, parks, museums, libraries, etc. Also, children regularly assigned to classes in the morning could do cross-age teaching in the afternoon or those in afternoon classes could teach in the mornings.

V. COMMUNICATION DIFFICULTIES BETWEEN PEOPLE HAVING MIDDLE-CLASS FRAMES OF REFERENCE AND THE DISADVANTAGED: COMMUNICATION PROBLEMS OF TEACHERS AND ADMINISTRATORS. Disadvantaged children have been found to have unique learning styles and means of communication. (see references 8 and 10) Elementary teachers tend to have middle-class, success-oriented frames of reference and many have difficulty relating to disadvantaged youngsters. Many disadvantaged children have few success experiences in classrooms and tend to lose interest in learning and becoming involved in school activities. Teachers and administrators do not often consider the problems of the disadvantaged in a manner or to the extent that effective changes in teaching procedures result.

ALTERNATIVES DEMONSTRATED IN THIS PROJECT. A. *Teaching assistants, most of whom had grown up in circumstances similar to those of children in the school and who could more readily understand and communicate with them did teaching, helped with human relations problems, and made home visits. Other non-professionals not from the community, many from more advantaged circumstances, lived with families for the duration of the project to understand them better.* (see Chapters 10, 11 and 12)

B. *Daily discussion groups for consideration of learning, behavior, and other problems were held in each classroom with all children and teachers participating.* (see Chapter 9) *Daily teaching team meetings facilitated communication and understanding among team members.*

C. *All members of the staff - administrators, teachers, non-professionals - met daily as a total group to develop working principles, resolve conflicts, give support to staff needing assurance about ways to be effective, and share experiences and thinking. These meetings became a model of administration and decision-making.* (see Chapter 7)

VI. METHODS OF EVALUATION. The quality of elementary education is likely to suffer through lack of systematic "on the spot" observations and feedback about teaching-learning situations. Evaluation through traditional testing is likely to offer limited possibilities for understanding intellectual, social and cognitive development. It is difficult for a single teacher in a crowded classroom to get adequate feedback about how well he is doing. Such feedback is necessary to plan more effective strategies.

ALTERNATIVES DEMONSTRATED IN THIS PROJECT. A. A "Change and Development Team" composed partly of socially disadvantaged persons (two parolees from a California Correctional Institution) trained under a National Institute of Mental Health Project, offered immediate feedback to the teaching teams, based on their observations. (see Chapter 6)

B. Traditional achievement tests were not appropriate for assessing progress of the children. (see Chapter 17). Other means were needed. Availability of the teaching assistants freed the teacher to observe and evaluate pupil progress. However, systematic study of children's moods and readiness for learning is needed. (see Chapter 16)

C. Systematic observations by consultants, visitors, educators, other professionals and the public provided other means viewpoints about the project, and contributed to the development of different procedures. (see Chapters 18, 19 and 20)

PROJECT STAFF*

Gail Afner
Assistant Teacher (High School Student)
Perris

Delores Anderson
Assistant Teacher (Housewife)
Perris

James Barnes
Certified Teacher
Sixth Grade Teacher
Val Verde Elementary School
Riverside

Mary Beem
Consultant in Education
Fourth Grade Teacher
Monterey Elementary School
San Bernardino

Betty Berzon
Consultant; Sensitivity Trainer
Research Associate
Western Behavioral Sciences Institute
La Jolla

Dianne Boyer
Assistant Teacher (High School Student)
Perris

Dennie Briggs
Consultant, Change and Development Team
Training Supervisor
New Careers Development Project, Sacramento
Fallbrook

Susan Carney
Assistant Teacher (School Drop Out)
Riverside

---

*Second line indicates position in project, former or present affiliation follows; present or home location on last line.

Linda Carpenter
Secretary
Riverside

Robert Cross
Certified Teacher
Assistant Principal
Fontana Junior High School
Fontana

Raymond Dean
Assistant Teacher (School Drop Out)
Perris

Joe Denhart
Assistant Teacher (College Student)
San Francisco State College
Graduate Student
San Francisco

Phyllis Dole
Project Administrator
Principal
Hyatt Elementary School
Riverside

Ann Dreyfuss
Sensitivity Trainer
Research Associate
Western Behavioral Sciences Institute
La Jolla

David Elias
Assistant Teacher (High School Student)
Bordentown, New Jersey

Anita Gamson
Consultant
Mental Health Counselor
Bethesda, Maryland

Blake Gibson
Consultant
Fourth Grade Student
Monterey Elementary School
San Bernardino

Barbara Gilbert
Assistant Teacher (High School Student)
Perris

Maria Gomez
Certified Teacher
Kindergarten Teacher
Ontario School District
Ontario

Nell Greene
Resident Principal
Vice Principal
Val Verde Elementary School
Riverside

Lynn Hale
Certified Teacher
Fourth Grade Teacher
Hyatt Elementary School
Riverside

James R. Hartley
Project Director
Director
University Extension
University of California
Riverside

Almer Hemphill
Assistant Teacher (Housewife)
Perris

Robert Holcomb
Assistant Teacher (College Student)
Graduate Student
Rutgers University
New Jersey
Los Angeles

Wayne Hunnicutt
Program Development Assistant
New Careers Development Project
Riverside

Otis Isby
Assistant Teacher (School Drop Out)
Perris

Pati Ishida
Assistant Teacher (High School Student)
Perris

Kenneth Jackson
Program Development Assistant
New Careers Development Project
Los Angeles

Ethel Jordan
Certified Teacher
First Grade Teacher
Val Verde Elementary School
Riverside

William Knitter
Assistant Teacher (College Student)
Graduate Student
San Francisco State College
San Bernardino

Coramary Kuss
Certified Teacher
Fourth Grade
Casa Blanca Elementary School
Riverside

James Leonard
Assistant Teacher (College Student)
San Bernardino Valley College
San Bernardino

Mac Lewis
Assistant Teacher (School Drop Out)
Perris

Peggy Lippitt
Consultant
Center for Research on Utilization of
  Scientific Knowledge
University of Michigan
Ann Arbor

Madison Lowe
Certified Teacher
Sixth Grade Teacher
El Camino Elementary School
Ontario

Kirk Magruder
Assistant Teacher (High School Student)
Perris

Elodia Manzanares
Assistant Teacher (Housewife)
Perris

Dora Martinez
Assistant Teacher (High School Student)
Perris

Ada McAllister
Assistant Teacher (Housewife)
Perris

Madalyn Mieldazis
Assistant Teacher (Housewife)
Perris

Angie Najar
Secretary
Riverside

Lois Neely
Assistant Teacher (High School Student)
Rubidoux

Patricia Nowlen
Consultant
Fourth Grade Student
Monterey Elementary School
San Bernardino

Ray Olitt
Assistant Teacher (College Student)
Graduate Student
Rutgers University
New Jersey
Oakland

Grace Pacheco
Assistant Teacher (School Drop Out)
Perris

Matilda Pacheco
Assistant Teacher (School Drop Out)
Perris

Bea Pavitt
Certified Teacher
First Grade Teacher
Irving Elementary School
Riverside

Minnie Mae Penn
Assistant Teacher (Housewife)
Perris

Stella Reyes
Consultant
Fourth Grade Student
Monterey Elementary School
San Bernardino

Cecelia Rios
Assistant Teacher (College Student)
Riverside City College
Perris

Eva Schindler-Rainman
Consultant
Private Consultant
Los Angeles

Scott Sherman
Program Development Assistant
Graduate Student
San Francisco State College
Corona

Lew Sitzer
Assistant Teacher (College Student)
Graduate Student
University of California,
Riverside

Jesse Spicer
Assistant Teacher (Father)
Perris

Gordon Tappan
Sensitivity Trainer
Research Associate
Western Behavioral Sciences Institute
La Jolla

Helen Valley
Assistant Teacher (Housewife)
Perris

Bill Washburn
Observer
Sensitivity Training
Western Behavioral Sciences Institute
La Jolla

Harriet Washburn
Observer
Sensitivity Training
Western Behavioral Sciences Institute
La Jolla

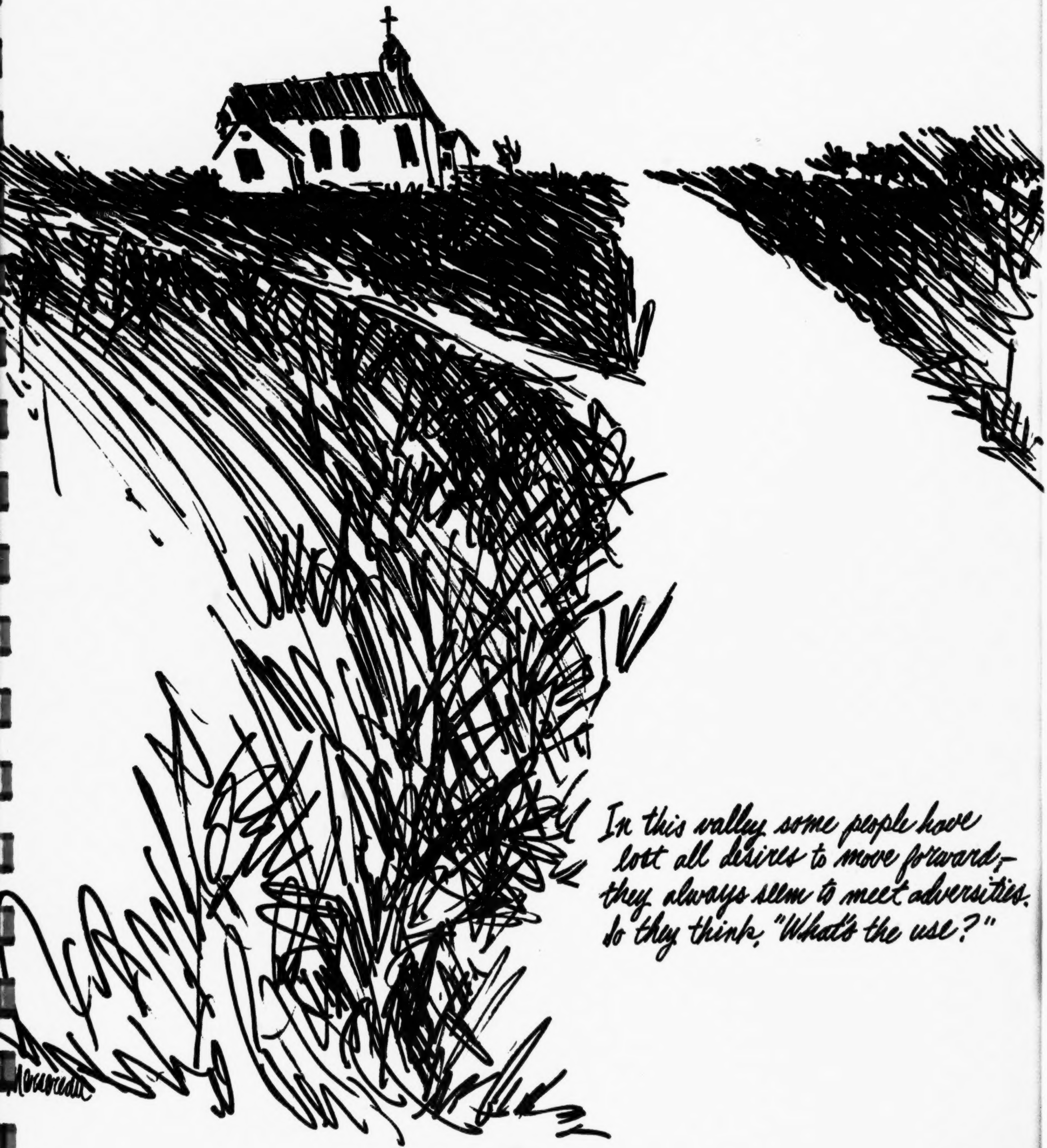
Brenda Williams
Assistant Teacher (School Drop Out)
Perris

Rufus Williams
Assistant Teacher (School Drop Out)
Perris

James Wood
Consultant
Fourth Grade Student
Monterey Elementary School
San Bernardino

Claudette Wren
Secretary
Riverside

Ley Yeager
Assistant Teacher (College Student)
Rice Institute
Texas
San Bernardino



In this valley some people have
lost all desires to move forward;—
they always seem to meet adversities.
So they think, "What's the use?"

CHAPTER I.

HOW IT CAME TO BE

Aims of the Project
Selection of the Project Site

HOW IT CAME TO BE

There is really nothing new to report in this project. It is rather, seen as a rediscovery and a different combination of many things, tried by many persons, in many different ways, in many different settings, at many different times in the history of education, of human growth, development, and enlightenment. Perhaps one of the earliest attempts of many of the ideas tried in this project was the Goldberg School, run by Valentin Trotzendorff, himself a school drop out due to economic poverty, who lived and worked in the fifteenth and sixteenth centuries.

> TROTZENDORFF (or Trocedorfius), VALENTINE FRIEDLAND (1490-1556), German educationist, called Trotzendorff from his birthplace, near Görlitz, in Prusian Silesia, was born on February 14, 1490, of parents so poor that they could not keep him at school. Nevertheless he was sent to study at Görlitz, and became a schoolmaster there. He resigned presently to study under Luther and Melanchthon, supporting himself meanwhile by private teaching. He then became master in the school at Goldberg in Silesia, and in 1524 rector. There he remained three years, when he was sent to Liegnitz. He returned to Goldberg in 1531 and began that career which has made him the typical German schoolmaster of the Reformation period. He made his best elder scholars the teachers of the younger classes, and insisted that the way to learn was to teach. He organized the school in such a way that the whole ordinary discipline was in the hands of the boys themselves. Every month a "consul," twelve "senators" and two "censors" were chosen from the pupils, and over all Trotzendorff ruled as "dictator perpetuus." One hour a day was spent in going over the lessons of the previous day. The lessons were repeatedly recalled by examinations, which were conducted on the plan of academical disputations. Every week each pupil had to write two "exercitia styli," one in prose and the other in verse, and Trotzendorff took pains to see that the subject of each exercise was something interesting. The fame of the Goldberg School extended over all Protestant Germany, and a large number of the more famous men of the following generation were taught by Trotzendorff. He died on April 20, 1556.*

---

*Encyclopedia Britanica.

PLANNING AND PREPARATION

The idea of this project began with the project director's increasing discomfort over teacher training and the need to open up new means of encouragement and development in adult education. The University of California through its vast state-wide university extension system, offers an extensive variety of means of education for adults - primarily those who are working during the day and take courses evenings to increase their knowledge in their specialties, prepare for new careers, or qualify academically for existing ones. Some of these adult students are highly trained and possess undergraduate and advanced degrees; others are not able to pursue academic education as they do not meet the academic requirements for regular university enrollment. University extension classes thus are open to any adult who wants to pursue his interests for any reason.

Many of the adult students are certified teachers who are enrolled in university extension courses to meet existing credential qualifications, prepare for new ones, are working on advanced degrees, or enroll to increase their competance as teachers. Courses in human relations in relation to teaching and self understanding have especially been well received by teachers in the Riverside, San Bernardino area and have been offered under a variety of course titles and course areas. Many of the students have taken several successive courses as they felt they only began what they wanted to continue in terms of self-understanding, and the resultant effects on their classroom. Occasionally a "housewife", a young college student, a nurse or a probation officer have enrolled in the classes which were predominantly teacher-oriented. They brought in a new perspective and some new frames of reference and the teachers have expressed that they wish there was more "cross fertilization" in education courses and in the education profession.

In looking for ways to assist them in further growth, some weekend "sensitivity training" sessions have been added to the curriculum. Also the use of non-professional teaching assistants in the courses, has added to the cross-stimulation. Drop outs, college students and parolees from the California Department of Corrections institutions have worked as volunteers in some classes and assisted in field observations for the adult students. An experimental course "Principles and Practices of Leadership" was offered to a select group of university students - young people who had demonstrated leadership qualities (one was president of the student body, etc.) and this again impressed us with the need to experiment with new uses of talent and cross-stimulation of experienced persons. These include teachers with rich backgrounds of working with children; housewives who have successfully managed a home and raised children and who are looking for something more in the many years of productive life ahead of them; young students eager to pursue new avenues and discontent with traditional, unimaginative courses in the university; drop outs, delinquents, and parolees, whose learning styles are different and whose restlessness and impatience could often give us clues to areas in our social structure and in the educational system that need study and possibly change.

The New Careers Development Project, sponsored by the Institute for the Study of Crime and Delinquency, and funded by the National Institute of Mental Health, has been involved in developing non-professionals (in this case young, former delinquents) for new careers in social agencies and educational institutions. This project originally was concerned with developing former delinquents as sub-professionals in specific areas, for example, as parole agent assistants or recreation aides. Later the project evolved into one where "teams" composed of two former delinquents, a graduate student and a professional person as a consultant were trained to assist agencies in administrative changes leading directly to new programs and new roles for both non-professionals and established professionals. The New Careers Development Project was looking for a field placement for one of its first teams and wanted to collaborate with University Extension in formulating and carrying out the proposed project. The graduate student on the team selected had graduated from the Riverside campus and had worked with the consultant who had taught extension courses on the same campus for a number of years.

The consultant for the Change and Development Team, shared the concerns of the Project Director for opportunities for more active participation of children in their own education, rather than being more recipients of content. He was also concerned with means to assist certified teachers in trying new approaches in their classrooms and in creating an atmosphere more conducive to learning.

It seemed that the time was ripe to further extend the opportunities for advancement in a variety of modes of education by combining these discontents and enthusiasms and differences into a "laboratory" situation where we could experiment and demonstrate what could be done in a school setting with young children, with a minimum of traditional restrictions. A short term summer enriching project seemed ideal, as we could be exempt from curriculum requirements, and we could have more immediate clues as to which approaches seemed best and would offer us more "pay off" in terms of future education, research and development. As the next year's University Extension program for the Riverside, San Bernardino area was being planned, the Office of Economic Opportunity was created by passage of Public Law 88-452. We felt our own plans were consistent with the intent of the new law and we began formulating a proposal for a demonstration project. A proposal was drafted with the assistance of the director and co-director, N.C.D.P., some of the college students, parolee teaching assistants, and an elementary school principal, enrolled in University Extension courses, who subsequently became the project administrator. The proposal was drafted in the fall of 1964, submitted early in 1965, and the project funded in May.

Aims of the Project.

The project was designed to be both an experiment and a demonstration of a number of new approaches to elementary education of socially and economically disadvantaged children. Concentration was broadly in the two areas of administration and instruction. With respect to the Economic Opportunity Act, the project was intended to offer not "more of the same" but new approaches to solve social and educational problems, and also to instill motivation in economically and socially disadvantaged persons so they would want to become more self-reliant and become involved with making contributions to society.

1. The project intended to demonstrate the use and training of high school adolescents, both those attending school and drop outs, college students not formally trained as teachers, and parents as a new non-professional group in education.

The prevailing attitude today is that only fully trained, professional teachers can help children learn. Nobody can teach unless he is fully trained and, conversely, no child should learn from anyone not fully trained. This perspective is severely limiting. First, as long as only institutionally certified teachers are allowed to work with children, manpower deficiencies in education are not likely to be solved, and school programs will continue to suffer from excessive teaching loads. Second, those groups in society -- namely, high school students and drop outs, college students and housewives -- which could be trained to work with children in assistant capacities will not be given opportunity to be useful in a field where constructive contributions could be made.

The project, then was intended to demonstrate that "professionality" and "certification" were not absolute prerequisites for working with children and that non-professional assistant teachers would supplement the certified teacher's responsibilities. It would, likewise, demonstrate new employment possibilities as positions for assistant teachers could be created for the high school student, the drop out, the college student, and parents.

One further consideration prompted our interest in the use of non-professional teaching assistants. Problems in learning are often problems of communication. The traditional situation of the teacher in the classroom, representing middle class values and assuming the role of judge and disciplinarian, often leads to communication blocks between the teacher and students. A non-professional teaching assistant (in this case, the high school student, drop out, college student or housewife) may be able to mollify this traditional relationship. The child, not completely identifying the teaching assistant with the formal authority structure because of his non-professionality and/or youth, can be more receptive -- especially if this teaching assistant is willing and has the time to take an active interest in the child's home life, activities and aspirations.

2. The second general aim of the project was to demonstrate that student self-motivation could be developed through an elementary school situation in which curriculum planning and participation in teaching were conducted by the pupils as well as the teachers. Further, when a pupil is given opportunities to teach and when pupils are taught by other pupils, skills in reading, writing, spelling, speaking and mathematical computation and understanding can be developed.

Several considerations support this objective. First, a child, insofar as learning is a function of motivation, needs to develop a sense of personal worth in what he does. By allowing him to participate in determining goals and making decisions, rather than imposing goals and demands on him, he is more likely to develop a sense of worth and come to appreciate the value of education. Second, what is known about learning processes indicates that the child who is permitted to select for himself those things which are interesting and meaningful learns more effectively. In modifying the traditional teacher-pupil role situation by allowing the pupil to teach other pupils, the child himself is given some latitude in determining what is interesting and meaningful and thereby is more able to learn. Third, the traditional teacher-pupil role situation itself is not entirely satisfactory in guaranteeing the best possible opportunity for children to learn. Modification of this traditional role situation by permitting pupils to be taught by other pupils should, in addition to facilitating learning for the children in the project, provide valuable research data about learning processes and teaching situations.

3. The third aim of the project, more general than the first two, was to provide a model to demonstrate to educators new techniques and designs in education that could both create new careers for non-professionals and help make teaching and learning more effective. In general terms, the model assumed the overwhelming significance of "communication" as a factor in education.

Problems of "communication" are three types. First, the administrative system itself, when overly bureaucratic and depersonalized, often has problems of "communication." When staff members are given little opportunity to discuss common problems, the system tends to become stagnant. When administrators are perceived as above and apart from staff members, teacher initiative is impeded. When the staff itself is composed of professional educators alone, only a limited perspective, that of the professional, is available to confront problems. Through institution of regular staff and administrative seminars and the use of non-professional teaching assistants in the project, some of these problems of communication can be alleviated.

The project attempted to also deal with a second type of "communication problem" - blocks between the pupil and the teacher in the traditional authority role, by the use of assistant teachers who actively involved themselves in the individual interests and affairs of the children. Each pupil received more individual attention, and the attention received from the assistant teacher was more than simple instruction and help with school work.

Third, problems of "communication skills" were important in the project. The area in which the project was conducted was a rural economically distressed area, populated by Negro, Mexican-American and Caucasian families. Learning for children in this area is a problem of basic reading, writing, and speaking.

To meet these problems, the academic subject matter of the program was to emphasize development of these essential communication skills.

In summary, the project was intended to attempt to deal with the three problems of communication in elementary education, those related to administration, instruction and academic subject matter.

Selection of the Project Site.

Two different areas in the Riverside area were originally considered as possible sites for the project. Each was in a predominantely economically distressed neighborhood, populated primarily by members of ethnic minority groups, the high proportion of whom were living a marginal subsistance on state and county welfare. The proposal was submitted to the city schoolboard, and for numerous reasons was not accepted.

Near Perris, approximately 15 miles south of the University of California at Riverside, is a 70 square mile area known as Val Verde (meaning Green Valley in Spanish) populated by persons of Negroid, Mexican-American and Caucasoid origins. Three-fourths of the families are on some kind of economic welfare and there are third generation welfare recepients in the area. Many of the people who live in the area are Negroes from the south, who have taken up temporary residence in the valley prior to moving into Los Angeles (primarily the "Watts area"). Others have left Los Angeles, bought a plot of land and are building a small home for retirement. Some of the homes are substantial, but modest; others are grossly inadequate, overcrowded with families of 10 and 12 children living closely in three rooms. There is little paving in the rural area and early in the mornings a frequent sight is young children going to the rail road tracks to "fetch water" from the large storage tank, as many of the houses have no water or no plumbing facilities.

On the "other side of the tracks" are a few families, with large ranches, lovely homes with swimming pools and other economic advantages. Some of their children are in the same school.

The project was submitted to Mr. Edward Simpson, Superintendent of the school district and principal of it's only elementary school, who recommended approval to the school board. The school board in turn accepted the proposal. The vice principal of the elementary school, Mrs. Nell Greene, was extremely receptive and had been a participant in human relations courses in University Extension.

The school had not planned to have a summer session, as they had tried one the previous summer and had not been able to manage it financially.

Mrs. Penn, a grandmother, who was employed as an assistant teacher (housewife) in the project, describes her view of the communities acceptance of the project in the next chapter.

CHAPTER II.

WE ACCEPT

by

Minnie Mae Penn

WE ACCEPT

by

Minnie Mae Penn

Life is a vicious circle, who can foretell the destiny of human beings whether they are born of middle class, silver spoon or low destitute parents. In a valley sometime green, sometime brown, sometime flourishing and sometime way under are many people of different nationalities, different cultures, customs and educational backgrounds. These people came to this valley for many reasons, health, economic and to get away from it all.

A man, a caucasian man saw an opportunity to first make money, secondly to help poor people acquire land at a normal price and not live one on top of the other. This land he sold to Negroes, with the admonition, "you can put a house on it after the down payment is made." This land a beautiful valley, rolling hills, mountain sides, cedar and eucalyptus trees scattered all about. Just a spot where you can spend moments for relaxation and meditation.

People began to purchase this land some with the idea of beautifying it for retirement years, some to begin a new life and some with the idea that it would be the jumping off place. They wanted it for a jumping off place because some people have lost all desires to move forward, they always seem to meet adversities. So they think, "What's the use."

There were no lights, no good roads, no gas, no water and no telephones. The nearest town from the nearest point three miles away and the fartherest point eight miles. To top it all no work. People who were industrious drove eighty miles or more to work; some each day, other coming home on the week-end.

With pushing, pulling and what money could be acquired lights were obtained, some roads, butane gas, telephones (10 party lines) and finally water to some area not all.

If you are aggressive and see a future you can not stand still or give up. Can you become complacement because of a few non-conformists who stand with their hands out? There are people in the valley who felt that something would happen if all cooperated. This valley began to grow, it's value increased, new homes began to spring-up. People began to clean away the rubbish and see what could happen if all cooperated. More people began to come to the valley to escape from many things. With these people came their frustrations and welfare. Welfare is a way of life in this valley, the larger part of the population is receiving welfare. Some have no desire to improve or make a better life, or do they? Have they had a chance?

The word motivation is a challenge to this community, this valley, this beautiful valley. Many people have tried, school officials, county officials, clubs, civic organizations and churches.

Out of a clear blue sky something happened. An educator who's mind works to help, had a plan. In his early life he lived in a small community and knowing some of the things that beset people, he grew up with a dream to help. The plan, was it for this valley, "NO." What happened, the school that was selected for the project refused it. So the poor deprived children of the valley were the targets, a summer school. Fate plays many games. Was the summer school a success? You judge. Many people were involved, teachers, housewives, colleges students, high school students, drop outs and parolees. What a diversified group. These people were choosen on their merits with the thought in mind they had something to give - love, understanding and an approach to good citizenship, and most of them lived in the valley. All persons who did not live in the valley were asked to live there during the summer. The experience gained from this venture will help some of the college and high school students meet some challenges presented to them in life.

These people of different nationalities, different cultures and experiences , how would they get along? For two months groups met together and discussed, not classrooms, not childrens but topics in general and everyday occurances. Then one Friday all these people came together and arrived at a sea shore.

Accomodations were made at a lovely motel overlooking the sea and this is where each one started to know the other. For three days all the members of the community lived in anxiety. But with all of the anxiety, tension, flying words and even tears, the group left wanting more and knowing a little more about some of the group members. They worked together and played together, each searching to know himself and his neighbor better.

Returning to the valley and starting on the task of teaching, it was amazing to see these people assemble in the afternoon in a large circle to discuss the days events or a personality. Traditions were discarded, old ideas sent asunder and new relationships formed, new methods of dealing with children were found. Most children had been deprived of love and understanding at school and home is no exception. The children were free, relax with some guidance. We must not lose our sense of balance and get carried away when we say, children were free and relaxed; because freedom carries a responsibility and this too must be shared with the children as a learning experience. With the various teaching assistants ranging from high school students to housewives who have grandchildren, the children did find someone to whom they could respond, someone who could reach them. Is this not one of the great problems today? Are we reaching our children? Why not?

We have tried all the high educational techniques and most educators are now denouncing these techniques. What next?

This summer school not only helped the children but it helped those who participated. Remember that most of the people are living in the valley. A housewife that was shy, withdrawing and reluctant to talk found that through association and group meetings she could talk and express herself. One housewife whose station in life seemed to have put her one up. Felt she was threatened when the members of the group wanted to call her by her first name. She wanted to hold to old traditions, old ideas and made it uncomfortable for some of the young people. She threaten to quit the program, but was soon presuaded to return after she found all the members wanted her to return. After several sessions her resistance to change was broken and she became a part of the community.

A young housewife having small children was alert, understanding and made the adjustment pronto. Her home situation became involved but because of her understanding and patience things worked out all right.

A housewife who started training remarked, "I am not sure I will be able to continue, I have been ill and going to the doctor each week. I would like to be able to see it through." She completed the summer school and did not miss a day. Her attitude, her outlook took on a different view.

Another housewife commented in a group, "I came to the valley to die, now I am beginning to live, this program has prolonged my life forty (40) years."

A father who worked in the summer school said it was the best thing that had ever happened to him. He is finding himself. An official of the summer school being the kind of person they were had never associated with racial groups and did not know anything of the patterns of racial customs found it was not as bad as it had been painted and repeated the experience had been fantastic.

A housewife whose experiences are varied and many, whose respect for law, order and discipline came from the past. But whose compassion for people whose needs are great for learning to cope with the ever moving tide in today's world, had to face reality and change became a must.

A member of the administration staff was so over-whelmed with the program because all of his previous training and degrees; according to his thinking had not met the needs of youngsters and adults as he sees it. His past experience has made him realize that many people have much to offer to others. His experience has produced Know How that will open new avenues of understanding.

College students on the whole had been exposed to what was going on and accepted the challenge and wrought well. Some lived in Mexican-American homes, some in Negro homes. No conflicts, only one youngster who was in his teens found it hard to accept routine as he had been regimented at home and thought this was an escape. He finally accepted. One young man was heard to say, "He had many thoughts when advised he would be living in a Negro home but once there found it no different.

As in all groups there are those whose feeling of inferiority must be helped. This was a challenge to the drop outs to be a part of the group without reference to status. How could they overcome this? Each of them had something to give. One drop out who felt her family status was above those in the group found it hard to communicate with the group. She felt the things they talked about were nonsense and not relevant to the program. Her compassion for some of the drop outs was far out and for others she had no compassion. She was concerned about their physical needs, and felt the group did not care what happened to them. Even with this attitude she had some beauty to offer. Her artistic ability was outstanding, her laughter with the children and her smile compensated for all else. It seemed she had not felted the impact of the group, but her return to school was gratifying.

A young man who dropped out of school was not too warm and was not incline to be friendly. His former years as a supporter of his family had taken a toll on him. He would always admonish those who challenge his not talking with "When I have something to say, I will say it." His insight, his ability to pull thing together and his personality found for him a warm place even though he was distant.

One young woman finding her position a little different as a drop out, felt she had to fight for all she received. She had found it difficult to adjust in school, likewise at home, many things had made it impossible for her to find herself. Being a part of the program opened some avenues for her. She was able with the help of the group to get a better understanding.

Two of the young men were so tied together as chums, buddies that what ever affected one affected the other. Their sense of responsibility was a challenge and at first they claimed no responsibility. Only money was their ultimate goal. They remarked, "We came because of the money." But on several occasions they showed that their interest was in other directions. One day a young man called one of the housewives, "An old woman" immediately one of these young men called his hand and told him that he must respect the older people in the group. Hard knocks have made these young men reject so many things but the assocation they had this summer with other participants made them ten feet tall. A young man with fine mechanical ability, a young woman with artistic know how, a young man with athletic skills all drop outs. The children adored them for they could run, jump and play. Their reluctance to take a part in group meeting was finally overcomed. What happen to them, most of them returned to school.

All the high school students are in college pursuing higher education. Of all the groups these young people seemed to have met the challenge.

The certified teachers are people who had visions of helping youngsters meet today's challenge and wanted to be able to use all available techniques to accomplish this. Some launched out very deep at the start, other were reluctant to take a big step, some worked with reservations. This was all well and good for is this not the kind of world we live in. Many different attitudes, many ideas, many methods, but it helps us meet the challenge. The certified teachers with all their background and experience helped in many situations to meet the challenge. Many situations developed during the summer school where the certified teachers changed from old methods or old ideas to a modern approach and more tolerant of people.

The teachers helped as resource people to keep standards and procedures going. Their help was graciously taken and all worked well together, the teachers and the change and development team. This bring to mind the function of the change and development team. This team was composed of four young men. Two parolees, are there eyebrows lifting and whispers being heard? These young men have made their contribution for their misconduct and are now on their way to becoming an integral part of society. As for the progress they were working with the children, testing and getting material ready long before summer school began.

The other two were college young men. One an outgoing individual who was out spoken and interesting. Had a great concern for the program. The other young man withdrawing, shy, but with the ability to move in today's world. His former contacts in hospitals and institutions made his being in the summer school an asset. The team made observations and reported these to the teaching teams. The observations were timely and acceptable making the work and the school progress. This progress helped bring about change.

The children who attended the summer school were small, large, lovable, sullen, kind and otherwise. The pre-school little people accepted summer school and found it thrilling, no crying, no fussing, all ears and eyes. Just a bundle of joy. Some of the first graders were amusing. These 6 and 7 year olds had much more than ordinary children this age. Two first graders were engaged in fighting, one knocked the other down, as the one who was knocked down arose the one that was standing, doubled up his fist. As the child arose the other shouted, "Just you hit me you M----- F---." The teaching assistant walked away. As she walked a few steps a teacher approached her and said, "You look as if you have seen a ghost," she replied, "No, I have just heard one." The situation was discussed and found that this is common language in the little boy's home. But in talking with the youngsters later it was agreed that society expects us to conform as far as good conduct is concerned and we can all do this.

Another incident that shows that children conform to custom. On one of the outing, specifically, the trip was to the Zoo. Traveling in a car the children were enjoying the scenery. One little boy looked out of the car window and said, "There is a Jackass." A little girl shouted, "Don't say Jackass, say donkey." The little boy said, "It is a Jackass, this is in the bible." The little girl said, "I don't care if it is in the bible, don't say Jackass, if you won't say donkey, say Jack."

The fifth graders were so enthused over disecting a frog. They found a frog pond and use it as a learning experience. This was a big affair with them. They invited other classes to watch the performance.

There was also a newspaper, the fourth graders collected the news from all the classes and printed the same.

To be sure cooking, sewing, knitting classes were held to a very good advantage.

The children were carried on trips to the potato shed to see how potatoes were cleaned and packed. A trip to the library, museum, the police department, this was a thrill for the children because the guide took their finger prints. Other trips were to the Zoo, carnival, the beach and the park, all these trips helped to make the summer more enjoyable.

The children were so thrilled with the summer school they prepared a petition to ask that the school begin at 8:00 a.m. instead of 9:00 a.m. and continue until regular school should start. A nice gesture, hey?

Many youngsters showed ability to lead, older youngster taught younger one. It was amazing to see the respect given the older children when they were in the capacity as teacher.

It was a part of the program for each assistant teacher to visit the home of the children in her or his cluster. This was called linking. The children, to show their affection, all wanted the assistant teachers to visit them. One little girl brought to class one day a buttercup and give it to her teacher and asked, "Will you come to my house today?" The teacher did go to her home and had a wonderful visit with the family. The next week the same little girl brought one of the other assistant teachers a sea shell and asked, "Will you come to my house today." The assistant teacher obliged. The child did this bringing something to each until the four had been contacted; she was elated; she found something in each person she had not been given at home, at home there were five children.

One little Mexican boy who yelled, screamed and walked the tables because he could not hear and did not understand, received attention and understanding that he needed and he worked along with the other children. Children are innocent and not touched by deceit and trickery, they tell a true story. It is or it isn't, no middle ground.

It was difficult for some people to change. Their way of life pleased them so they said, but in the final analysis they made some changes. The impressions one has of people, situations, and ideas are off time a mis-concept, and when faced with reality fail to accept the challenge. Not so this summer.

One Friday, a day that would stop all activities, a day that concludes the association of the teachers, assistant teachers, staff and children and all that were involved in this summer school. A day, that started thoughts about what will happen to the things that had been learned, the changes that had been made. This Friday came, but instead of a sad day it was found that this was not the end but only the beginning. A beginning of a new day, a day that will make history.

The valley that is sometime green, sometime brown, sometime flourishing and sometimes way under, has suddenly become green and alive although brown from falling leaves and dry fields. The summer school presented a challenge. A challenge that said, "Can you emerge, are you the master of your fate, can you rise above obstacles and take your place in a changing world?" The valley is ready to accept the challenge, the people of the valley are asking questions, the children are asking questions. To some residents it was no more than a group of people getting together to talk after the pupils went home. To some of the town people it posed a problem seeing a Negro man shopping with young caucasian high school girls, seeing a group of people of all racial backgrounds studying, eating, talking and laughing together. To the mothers a new concept of learning and discipline, but with all of this the valley accepted the challenge.

The challenge, can we be human in the kind of world we live in? It has been said by one educator, "Education is teaching people to be human." All the skills, all the experiences, all the know how can not help meet the challenge if we are closed to change and if we do not have love and compassion for our fellowman. Something has been lost in our quest for high places, we are out of touch with a togetherness. It isn't what a man has, but what has he to offer his fellowman.

The challenge, all because someone refused a summer school.

The challenge is great with it is responsibilities, but the valley accepts.

How do I know the valley accepts. Because I am the housewife whose experiences are varied and many. Whose respect for law, order and discipline has come from the past. There is a challenge, a challenge to the valley. We accept!

CHAPTER III.

STAFF SELECTION

- The Administrative Staff
- The Secretarial Staff
- The Change and Development Team
- Certified Teachers
- Assistant Teachers
  - The College Students
  - High School Students
  - School Drop Outs
  - The Housewives (Parent Group)

STAFF SELECTION

The Administrative Staff.

The administrative staff consisted of the Project Director, the Project Administrator, and the Resident Principal. The project director, as Director of University of California Extension, for the Riverside-San Bernardino areas, had a long standing interest in adult education, and particularly of teachers. The project administrator, who was resident principal of a local elementary school, had expressed an interest in trying new ideas in a total school, and had taken university extension courses in human relations and group processes. The resident principal had been in a class taught by the project director, a and was vice-principal of the project school. She had taught at the project school for nine years and brought a wealth of knowledge about the community, the families and the children who would be attending the summer school. The consultant of the change and development team had worked with the project director in formulating the project and was active in promoting and maintaining the goals of the project. He was frequently turned to by members of the project as a reference.

The Secretarial Staff.

No secretarial staff could be found in the community. Due to the urgency of getting the project underway, one secretary who was currently a housewife looking for employment for the summer was hired. She recruited a neighbor who was also a housewife. A third was hired, who had just graduated from high school and came from an economically disadvantaged neighborhood in Riverside.

The secretaries participated in the weekend sensitivity training session and most of the daily staff seminars. They performed a variety of services including assistance with instructional materials, scheduling and contacts with visitors, parents and children.

The Change and Development Team.

A four member "change and development team" composed of two recently paroled ex-felons, a graduate student and a consultant, developed under a project funded by the National Institute of Mental Health, were furnished the project as a field placement for the team. The two ex-felon members had resided in a therapeutic community treatment unit in an institution in the California Department of Corrections, and had just completed a four months training course in research methods and group interaction. The graduate student had graduated from the Riverside campus of the University of California, had spent a year working in a therapeutic community project in a mental hospital in Oregon under Dr. Maxwell Jones and had been a teaching assistant in university extension courses. The consultant had taught university extension courses for teachers in the area for a number of years, had had wide experiences in therapeutic community treatment units in mental hospitals and correctional institutions.

The change and development team arrived May 1st and assisted the administrative staff in getting the project underway at the project site.

TEACHING STAFF

Certified Teachers.

The eight certified teachers were chosen from 48 applicants, interviewed the first week in May. Two were from the project school*; the remainder were mainly persons known to the project administrators as persons who wanted an opportunity to try some new approaches to elementary education. Some had heard about the project through others. Interviewing was accomplished by "teams" of two members of the project administration, following an orientation for all the applicants. Criteria used in the interview consisted of estimations of the candidates flexibility, willingness and enthusiasm to try new approaches, dissatisfaction with present education methods, concern for economically disadvantaged persons, and some degree of self-awareness. The administrators met as a group and made the final decisions with some consideration being given to experience and suitability of each teacher for the various age levels of the children. All applicants appeared to be a superior group in general and it was not easy to arrive at the final selections. Three of the teachers selected were men; one teacher was Negro, one was Mexican-American; six were Caucasian.

Assistant Teachers.

As the project was primarily to demonstrate the role of non-professionals in the educational system, we hoped to find opportunities for a number of persons with differing educational, social and cultural backgrounds to find meaningful roles for themselves working with young children. We wanted as many of the non-professionals to come from the area as possible, both to link the project with the community, and to provide employment for persons in the neighborhood who were in need of it. We also felt that some interests and viewpoints from outside the community would be helpful in the interaction which might result.

---

*In agreeing to accept the project, the school district specified that "... not less than two members of the project staff be appointed from the Val Verde faculty. One of the above members would serve in an administrative capacity, sharing administrative decisions with your project director."

The College Students. Six of the eight college students who were selected for the project, had had prior knowledge of the project and in fact had contributed ideas to the formulation of the proposal. Two were graduate students; four had just graduated from college and were currently accepted in graduate school; two were high school graduates who had been accepted at colleges. Seven had been teaching assistants in a number of university extension courses primarily for certified teachers, taught by the director of the change and development team, had visited elementary classrooms, and were excited and enthusiastic about the summer project. The seventh was a graduate student who had been trained as a "program development assistant" by the NIMH grant which furnished the change and development team, and the eighth (the only female college student) was from the neighborhood. All the college students lived with families in the nieghborhood and took their meals with them.

TABLE 1
EDUCATIONAL STATUS, COLLEGE STUDENT
ASSISTANT TEACHERS

- 4 University of California Students
  - 1 Santa Barbara graduate; San Francisco State College graduate student
  - 2 Riverside graduates; Rutgers graduate students
  - 1 Riverside graduate; Riverside graduate student
- 1 University of Chicago graduate; San Francisco State College graduate student
- 1 Riverside City College student
- 1 High School graduate, enrolled at Rice Institute
- 1 High School graduate, enrolled at San Bernardino Valley Junior College

High School Students. The resident principal, who was vice principal of the project school during the regular school year and had been teaching at the school for nine years, contacted the local high school for volunteers. She met with those interested to talk about the program, and interviews were arranged for those still interested. Twenty-four were interviewed by the administrative staff and seven were hired. Due to the large number of men among the college student group, some preference was given for women to equalize the sexes on the teaching teams. Most of the high school students selected liked school and were doing reasonably well in it. A few planned to continue on to college but were in need of financial assistance. Six were seniors who graduated just prior to the beginning of the project. The interview included an estimate of the overall intellectual, social and emotional maturity of the candidates; a desire to do something exciting, financial need, and an interest and liking for children. The eighth student was from an eastern city and had had a rather unique experience being raised in a home for treating juvenile delinquents where his father was superintendent. He had had a wealth of experiences with disadvantaged youth and knew group meetings well which was considered a unique experience for the project.

School Drop Outs. Not originally anticipated, the drop-outs were the most difficult to find. The high school drop out rate at the local high school had been almost non-existant for the past year or two, and those who did drop out usually left the community to find work, to enlist in the armed forces, or were incarcerated in correctional institutions. One of the parolees on the research staff interviewed four adolescents who were in jail and juvenile hall. Administrative arrangements were made for those selected who were incarcerated to be put on probation (one had to return to confinement each weekend during the project). Three girls were located from the area, and the eighth, also female, was from a nearby community, from a broken home, had lost interest in school in her last year and dropped out. All the drop-outs had left school within the past two years. There was no further selection criteria, as no other drop-outs could be located in the area.

TABLE 2
STAFF SOCIAL CHARACTERISTICS

Position

Administration	3
Secretarial	3
Certified Teachers	8
Assistant Teachers	32
Research and Development	4
	50

Sex

		%
Female	29	58.0
Male	21	42.0
		100.0

Ethnic Origin

		%
Caucasoid	28	56.0
Negroid	14	28.0
Mexican-American	7	14.0
Oriental	1	2.0
	50	100.0

Age

	%
Adolescents (16 to 21)	40.0
Young Adults (22 to 25)	20.0
Adults (26 to 40)	24.0
Older Adults (41 to 62)	16.0
	100.0

Residence in Community

	Resident	Non-Resident
Administration	0	6
Certified Teachers	0	8*
Assistant Teachers	22	10
Research and Development	0	4
	22	28**

*Two of the certified teachers were faculty members of the project school, but resided in a nearby community.

**12 of this total resided in the community, boarding and rooming with families for the duration of the project.

The Housewives (Parent Group). The Resident Principal of the project knew the community well, and contacted a number of prospective housewives whom she thought might be interested and who would be suitable for the project. Most of them had been residents in the community for a number of years and were known by various segments of it. Two had grandchildren and the remainder had young children who attended the school. When seven of the eight had been hired, it was learned that there was a father in the community who was looking for work, and who had several children attending the school. He was interviewed and seemed especially interested in the prospects of working in the project. While originally planned to see the efforts of mothers working with children, it was decided that having a father would be in keeping with the intent.

The question was raised as to the effects of a parent working in a school where his or her own children would be attending. Further, the question was raised as to the possibility of having one's own child in the same classroom as the parent, since the non-professionasl were to be assigned to the classrooms on a random basis. And further, what would be the effects if a child was assigned to his own parent in a small group. The latter did not happen, but the other possibilities became realities. There were no ill effects as some predicted might occur. The children in some instances were very proud of their parent being a "teacher" and saw them in a new light. The matter of home standards coming into the classroom of a parent whose child was in the project was the subject of one total staff seminar, but interestingly, the question was raised by another staff member and not the children.

Nearly one half (44.0%) of the total staff was recruited from the community selected as the project site, and an additional 24% of the staff resided in the area for the summer. Over two-thirds (68.0%) of the staff lived in the community for the duration of the project. Slightly over one-half (56.0%) of the total staff were caucasoid, over one-fourth (28.0%) of negroid origin and 14.0% Mexican-American.

Education varied from less than ninth grade, to over one-third (36.0%) being college graduates. It was predominantly a youthful staff; almost two-thirds being under age 25.

CHAPTER IV.

STAFF ORIENTATION AND TRAINING

Pre-training: Weekly "like-group" Meetings
"Like-group" Process Problems
Predictions
Outside Work

STAFF ORIENTATION AND TRAINING

In the education of children, Rousseau is said to have remarked that we have to learn how to lose time in order to gain it. Training for the staff was seen as important as for the children. Each member of the staff brought a wealth of experience and ideas to the project. The primary goal in training was to recognize and develop this rich potential of each member of the staff. Second, through involvement of the total staff, could we develop a general and broad operating policy and some procedures which would become flexible guidelines for the operation of the project? Third, again through early involvement, could we develop commitments to the project?

We realized that due to the exploratory nature of the project, and lack of traditional "givens", there would be a good deal of frustration among the staff developing during the project and that crisis situations would frequently arise which would become reference points for the project. How a crisis situation is handled is often the true measure of attitudes, values and policies.

The backgrounds of the staff were considerably diversified. The most obvious differences were in the range of ages of the staff members. Nearly two-thirds of the staff were under 25 and one member was a grandmother over 60. One-third of the staff (some of the youngest and the oldest members) were not positively identified or recently with formal education. The drop-outs had identifications elsewhere, and the parents' identifications with school were not recent. What could the drop outs tell us about the education process? They were bright, alert and full of energy. The parents had raised scores of children in a variety of settings. They had "educated" a vast number of children under situations demanding considerable imagination and restraint. What uniquenesses could they bring to the project?

The college students were young, enthusiastic, rebellious and abounded with noble ideas to bring about extensive and rapid social change. One, for example, had spent the previous summer as a "freedom rider" in Mississippi, and several were highly involved in various student and civil rights movements. The high school students were also young and impressionable, not committed to many of the ideas and values of the older staff members.

The certified teachers brought a wealth of experience in education and at the same time an abundance of tradition based more on practice than on self inquiry or exploration. Most voided their discontent with traditional educational practices and wanted opportunities to try new approaches.

Less obvious were the attitudes and values which each member brought to the project. Some had lived a lifetime of physical and emotional hardship and had known little peace. Again, it was during crisis situations that these less observable factors emerged. Means were needed to turn them into learning situations for the project, rather than "problems."

Overall, it could be said that one of the fundamental aims of the training and development of the staff, was to bring out the resources that were present and conceptualize them into some new frames of reference, or as Empey has put it, to devise some new "spectacles" to view human relationships. (1) This belief was seen in sharp contrast to many other staff training programs which are oriented toward passive acceptance of principles and procedures from trainers.

Training and development of the staff then, was considered to be one of the most important aspects of the project. If the project was to explore new approaches to education and not merely offer more of the same methods with a higher adult-child ratio than the regular school year.

Training was begun six weeks before the arrival of the children and was accomplished in two general phases.

I. Pre-project training and orientation

   1. Five weekly evening orientation meetings of "like groups", i.e., teachers meeting together, housewives, etc.

   2. Weekend "sensitivity training" session for total staff.

   3. Five day workshop prior to arrival of children.

II. Project operation

   1. Daily "teaching team" meetings for six weeks.

   2. Daily total staff seminar for seven weeks.

Pre-training: Weekly "like-group" Meetings.

Due to the diversity of the program and the heterogeneity of the total staff, a number of considerations regarding training were implemented. Initially it was felt that the various groups of the teaching staff would identify with each other and that there could be some strength given if this were maximized. Housewives, for example, presumably would feel closer to each other at first, than with the certified teachers or college students. Each group (called "like groups") met three hours for one evening per week at the school for the six weeks preceding the summer school. One member of the administrative staff or change and development team staff acted as a discussion leader and another would usually attend as an observer, giving feedback to the group as to how he or she saw them functioning as a group at the end. At the close of each meeting, the staff members in training would fill out a questionnaire evaluating the meeting and would make some predictions and suggestions about the project and future meetings. The results were useful to the staff in planning future meetings and in evaluating the usefulness of the training meetings.

The training sessions dealt largely with airing the staff's feelings about the project, specifically their ideas about their roles, acquainting them with details of the project, and familiarizing them with some basic concepts to be tried, such as cross-age teaching, discussion groups in the classroom, and involvement of the children in planning the school day. It was hoped that the certified teachers could form a cohesive group and use this as a resource in the project for mutual stimulation, coping with their own anxieties over their changing role and to evolve a classroom working philosophy as well as develop some skills in working with the assistant teachers.

A considerable amount of relevant material was mimeographed for the training sessions and this was discussed in the meetings. Getting to know one another and learning about interpersonal relations by experiencing them in a small group setting, was considered another important aspect of the early training. It was expected that in the small group meetings, a non-judgemental, critical, and more creative approach to problem solving could be brought about. Use of free discussion, role playing, with alternative solutions to current problems also role played, discussion of reading materials and involvement in planning the summer school, were the major means of early staff training.

The change and development team and the assistant teachers also began to observe the classrooms in the project school to familiarize themselves with some of the children with whom they would be working, and to get acquainted with classroom settings. Some also visited other schools for comparison, such as the one of which the project administrator was principal.

This school was an excellent contrast, as many of the children came from rather priviledged homes and there were no members of minority groups in attendance.

Two crises occured in the early training which had a marked effect on the project. The trainer working with the college group recommended that two of the college students selected, not be hired for the summer and that some of the local college students be hired for the summer to replace them. This upset the college group a good deal and for some, they seemed to get more involved in observing the classrooms. The recommendation was not approved, and the two college students concerned were left with mixed feelings about their status, and especially their relationship with the trainer, as they had known and admired him for several months.

The other crisis occurred among the drop out group, when in their second meeting, they had the problem of what to do when one of their group had been arrested and returned to jail. They concluded that they ought to go and try to get him out, and with prior arrangements of the project director, they were able to meet him when he was released from custody, but he had to be returned to confinement for weekends during the summer. This contributed to an "action" orientation to their group which lasted throughout the project.

At the end of the first training session, there was evidence that the teachers saw their roles differently than the assistant teachers, especially with respect to the amount of direct contact they would have with the children. Figure 1 indicates that the teachers saw themselves as spending 9% of their time with the children and the assistant teachers varied as a group from 35% to 45%. Also, the teachers saw themselves as spending the most time of any group with the administration, the college students the least, and the parent group as more than the high school students. The high school and college students saw their groups spending more time with the research staff, but this may have been due to their groups having a research team member as a like-group trainer. The parents saw themselves as spending more time with the teachers than the other groups and the teachers saw themselves spending only approximately half as much time with their like-group (i.e., other teachers) as did any of the assistant teacher groups.

"Like-group" Process Problems.

As the groups began to become better acquainted, problems naturally arose in the meetings, which prevented the group from getting on with it's task, which in many instances seemed to be defined as learning more about classroom instruction. At the end of the second training session, each "like-group" was asked to estimate the percent of time each member felt his group had spent on (a) getting the job done, (b) coping with group problems, and (c) getting off the track. Figure 2 depicts the averages of the perceptions of the five "like-groups" in training. There is wide variation noted, the parents group feeling that two-thirds of their time was spent getting the job done to the drop outs feeling that less than one-fifth of their time was spent on how to get their member out of confinement, which was defined by many of them as "getting the job done."

As the training sessions progressed, there were also shifts in the ways the group members saw process problems. The teachers, for example, increasingly saw themselves as coping with problems within their group, until at the seventh meeting, they averaged over half their time (53.6%) coping with problems in their group. (See table 3) The parents and the high school students felt they spent more time at their task, and less time getting off the track, but had fluctuations in coping with group process problems. Interestingly the trainer for the parents group, and the project administrator visiting one session, both rated the task orientation higher than the averages for the parents. (See table 3)

TABLE 3

ESTIMATED PER CENT OF DISTRIBUTION OF TIME SPENT IN PRE-PROJECT TRAINING SESSIONS

(Teachers)

Meeting Number	2	3	4	5	7	Total Averages
Getting the job done	24.4	82.0	55.1	30.0	30.7	47.5
Getting off the track	32.3	3.0	7.1	13.3	15.7	14.5
Coping with group problems	33.3	15.0	37.8	56.7	53.6	38.0

(Parents)

Meeting Number	2		3		4	5	Total Averages
Getting the job done	67.9	(90)*	64.0	(75)**	78.0	65.9	65.9
Getting off the track	19.0	(5)	12.7	(15)	8.0	16.6	14.5
Coping with group problems	13.1	(5)	23.3	(10)	14.0	17.5	19.6

*Observers estimate (group leader, Mrs. Greene)
**Observers estimate (project administrator, Mrs. Dole)

(High School Students)

Meeting Number	2	3	4	5	Total Averages
Getting the job done	17.9	34.3	54.5	78.3	46.2
Getting off the track	60.8	16.2	9.5	7.7	23.6
Coping with group problems	21.3	49.5	36.0	14.0	30.2

Predictions.

Each of the members of the staff were asked to fill out a questionnaire early in the pre-training sessions to learn more of their early pre-conceptions of their role in the reaching teams and in the classroom. This information was useful to the training staff to help them assist the others in working through their concerns of the project and their role. The responses from the parent group are presented as an illustration. Table 4 is the classification scheme used to categorize responses to certain items on the questionnaire.

TABLE 4

WHAT DO YOU EXPECT TO HAPPEN WHEN YOU OBSERVE YOUR FIRST CLASS?

(Parents Group)

Area	
Teaching-learning process	4
Human relations (personal feelings)	6
(interactions with the children)	1
Types of Interaction	
Between project and children	1
Between assistant teachers and children	4
Own internal feelings as a result of interactions with others, but others not specified	4

Responses were categorized into areas of concern, type of interaction and between whom the interaction would occur.

Concern was expressed in getting acquainted with the children, learning more about expectations of the program, and about their roles and relationships with the children. Second, anxieties about their own inadequacies in their roles, especially in contacts with the children. These were expressed in statements like, "Remembering to make a good impression on the children," and "I expect to feel very upset and astonished," and "A few mistakes, a little excited and nervous."

Following the first training session, the parent group was asked to make some predictions about the next weekly training session. This data might give some clues as to how they saw the staff of the project assisting them in defining their role and in preparing for it.

TABLE 5

WHAT ARE YOUR EXPECTATIONS ABOUT THE NEXT (training) MEETING?

(Parent Group)

Area	
Project in general	7
Teaching-learning process	1
Types of Interaction	
Among the parent group	5

Most concern was expressed about the project itself, what were the goals and how did the parent group of assistant teachers fit into it? Expectations included statements such as, "Expect to learn more of what we'll be doing," "More and better ideas," "The program," "Concrete search into subject needs of the children," etc.

Interaction among staff centered entirely about the parent teacher group itself - getting acquainted with each other. Statements such as "Get to know each other better," "Learn more about...personalities of my fellow workers," etc., were typical.

What three problems will happen when you begin working with other assistant teachers?

As the question did not specify whether information was sought concerning other parent assistant teachers, or the assistant teachers in other groups, the responses to this question could be interpreted either way, and types of interaction are not easily discernable.

TABLE 6

ANTICIPATED PROBLEMS WITH OTHER ASSISTANT TEACHERS

(Parent Group)	
Area	
Project in general	2
Teaching-learning process	5
Human relations (among staff)	6
(with the children)	2
(own feelings and anxieties)	5
Type of Interaction	
Between assistant teachers	2
Between assistant teachers and the children	3

Example of concern with the project generally, in relation to working with other assistant teachers, the parent group gave statements such as "Keeping of schedules" and "Assignments"; in the area of the teaching-learning process, "Agreeing on methods," "Conflict of ideas," "Different techniques of teaching," etc. In the area of human relations, they listed, "Understanding one another," "Personality differences," "Failure to understand," "Competition," etc. Types of interaction included, "Attention of the children," "Questions from children," "Possible impatience with younger people's ideas," etc.

What do you think will be your biggest problem that you will have to work with (this is in reference to the children)?

We were interested in finding out what predictions the parent group had concerning contact with the children in their role as an assistant teacher.

TABLE 7

ANTICIPATED PROBLEMS WITH CHILDREN

(Parent Group)

Area	
The project in general	5
Human relations (with the children)	4
(personal anxiety)	3
"No problems"*	1

*Respondent was one of the school bus drivers and relieved the kindergarten teacher daily, thus had daily contact with many of the children who would be in the project.

Outside Work.

The parent group seemed to be interested in the outside reading assigned each week. They took notes and brought in questions for clarification and discussion in their weekly meeting.

FIGURE 1

Second Training Session (5-14-65)
Average Estimated Per Cent of Time Expended During Meeting

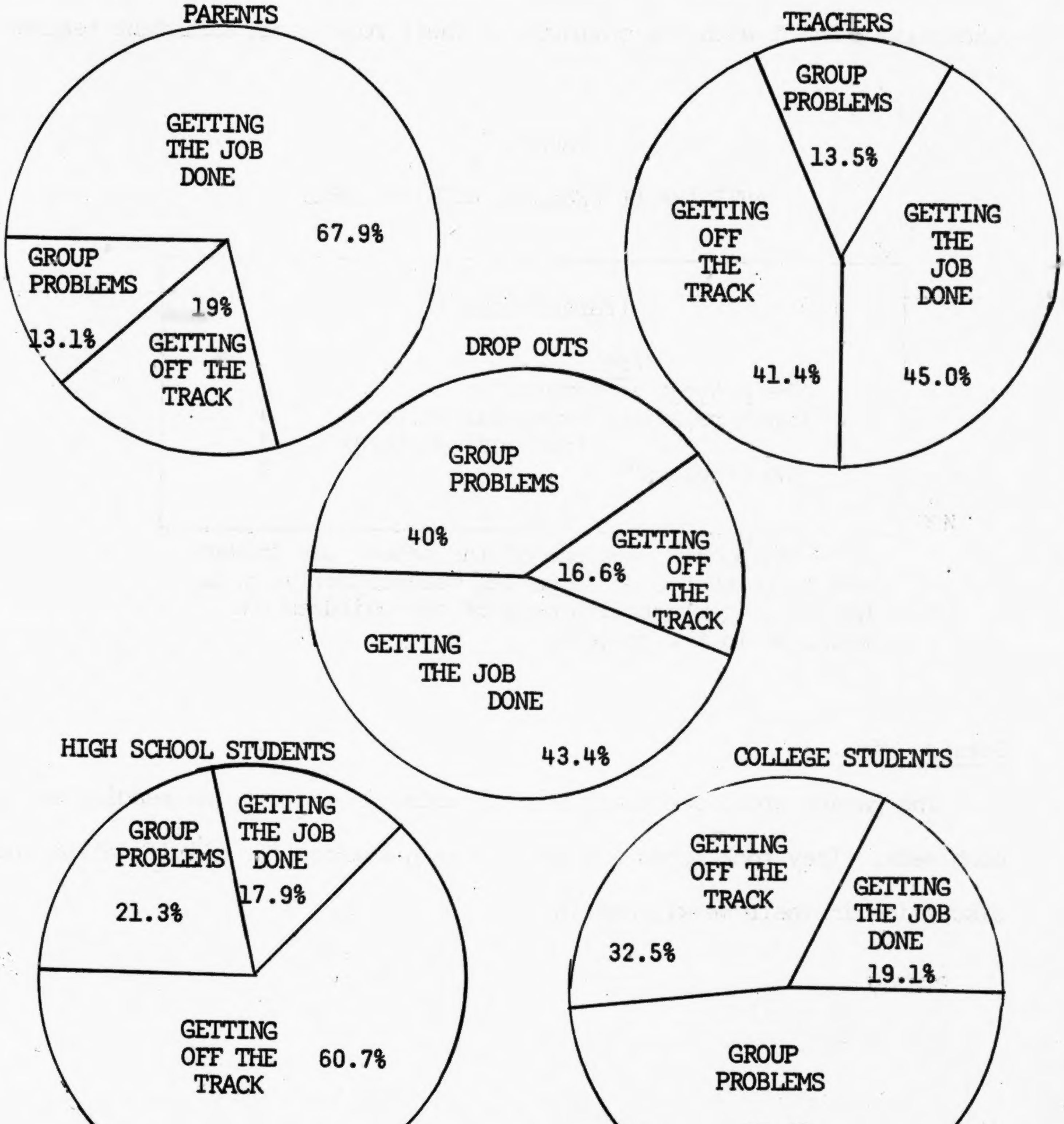
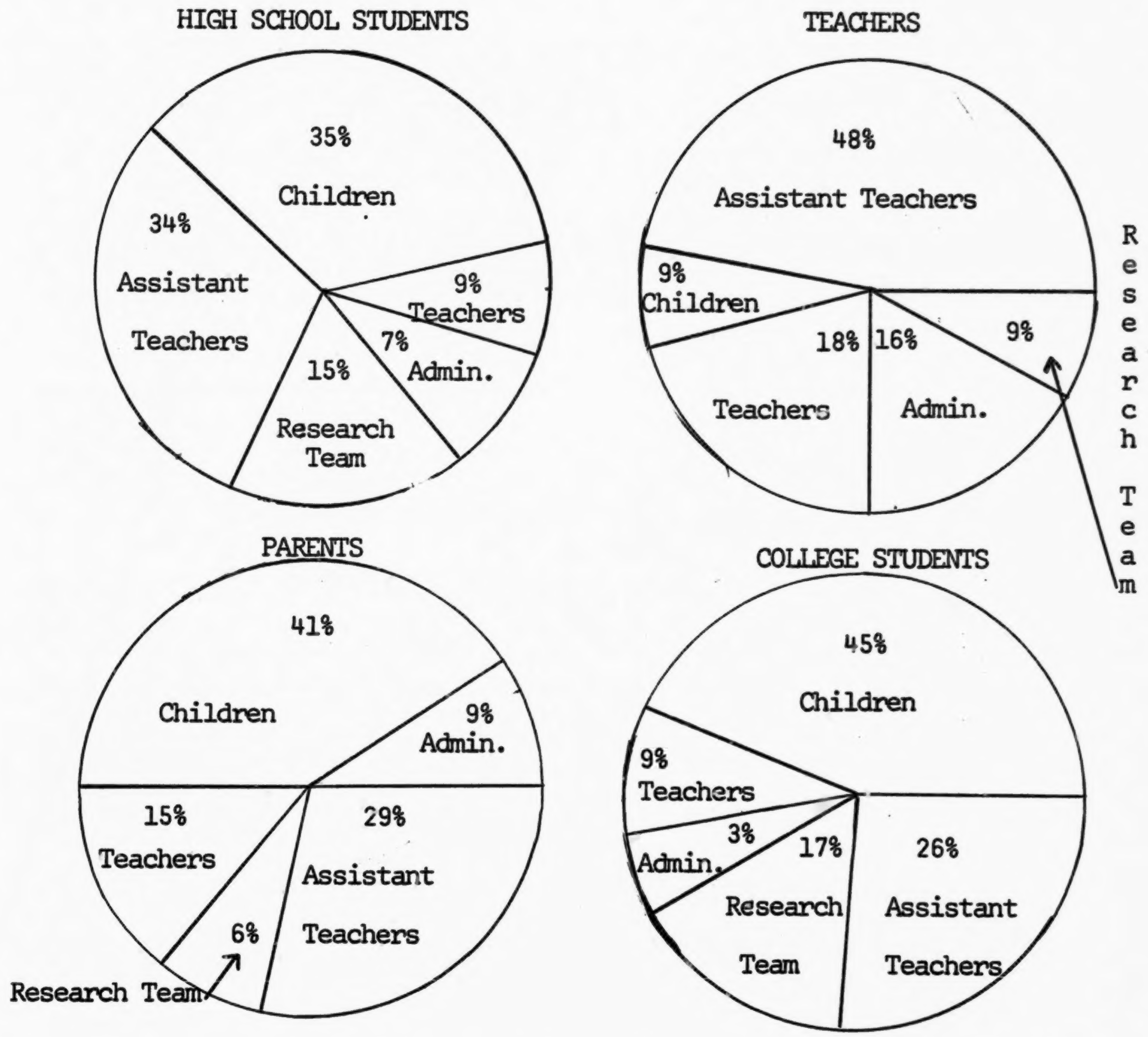


FIGURE 2

Distribution of Time Estimated by Staff*
(Question: What Per Cent of time will you spend with the following?)

(Estimated at First Training Session)



*Comparable data not available from drop outs.

May 10, 1965

CHAPTER V.

WEEKEND WORKSHOP AND SENSITIVITY TRAINING

by

Betty Berzon and Toni Volcani

The Program
Workshop
A Group
The Sessions
Sessions Two and Three
Sessions Four and Five
Individual Perceptions
Some Conclusions

WEEKEND WORKSHOP AND SENSITIVITY TRAINING

by

Betty Berzon and Toni Volcani

Western Behavioral Sciences Institute
La Jolla, California

The Val Verde School was in Perris, California, a small community in a rural area sometimes called "the Appalachia of the West," whose population included a number of Mexican-and Japanese-Americans and Negroes.

The Program

Communication was "of the essence," for it was envisioned that differences in values and goals, arising from differing ethnic, economic, and social backgrounds within the teaching teams, and between teachers and pupils, would offer serious barriers to communication and hence to the educational process.

To help clarify conflicting values and expectations, to help formulate problems and goals, and to provide the research skills needed to design and evaluate the program, a "Change and Development Team" was brought in as an essential component of the Project. One of numerous similar teams being trained under the New Careers Development Program (sponsored by the NIMH), the Val Verde Project "C & D" team was headed by Dennie L. Briggs, a sociologist, and included three researchers--a graduate student in the behavioral sciences, and two parolees from a California correctional institution.

Since free-flowing, open communication was an essential element in the program, the core experience for all participants would be daily, unstructured meetings for (a) each teaching team, (b) each class, and (c) the entire staff, at which all Project problems--including interpersonal relations--would be discussed. To orient the Project-staff to this sort of group interaction, Jim Hartley and Dennie Briggs asked the Western Behavioral Sciences Institute to conduct a Human Relations Training Workshop as the culmination of the first phase of the Project.

The purposes of the Workshop were: to enable the staff to assess in progress, and to formulate common goals through the medium of the human relations training experience; to break down the barriers of social, educational, and age differences and establish the trust and mutual understanding essential to real communication; and to introduce staff members to the "unstructured group meeting," which would be at the heart of the Project's functioning.

THE WORKSHOP

Under a variety of names (Human Relations Training, Sensitivity Training, Basic Encounter), workshops of the sort undertaken by the UCR-Val Verde Project are widely used in industrial, governmental, and community organizations as a means of enabling people who are working together to better understand themselves and each other, and to better deal with the interpersonal problems that often prevent free and open communication. Through the help of a professionally-trained group leader or "facilitator," the Human Relations Training group offers its members the opportunity to see themselves as others see them; to discover that their feelings, perplexities, insecurities, are shared by others; and through this experience, to develop mutual feelings of warmth and support.

Betty Berzon
Toni Volcani

It is difficult even for persons from similar milieus to drop their defenses and establish real relationships with each other in the course of a single weekend. No one could be blamed, then, for wondering whether strangers so diverse as to background, values, and experience, as those represented in the Val Verde Project staff, could establish trust and confidence in each other in so short a time.

For when all forty-five members of the Project gathered together on Friday evening, June 18th, most of them were in fact strangers. During the first three months of the Project, staff members had been individually involved in various aspects of the planning and preparation, particularly in selecting and training the non-professional members of the teaching teams. But team-members had not yet met each other, nor had they met the Project's administrative staff. When, for the first time, the entire Project staff encountered each other, they were awkward, cautious, and suspicious--not only of each other, but of what the weekend might hold.

The Workshop was held at an ocean front motel in Carlsbad, a small town about 100 miles west of Perris. The Workshop format was as follows:

Project-members were divided into five groups of ten persons each. Three of the groups were led by professional group-leaders from the staff of the Western Behavioral Sciences Institute--Betty Berzon, Ann Dreyfuss, and Gordon Tappan; Jim Hartley and Dennie Briggs each led another. Groups were composed of two teaching teams, or of one team plus a member of the "C & D" team and one or more of the administrative-staff personnel. All group sessions were tape-recorded; in addition, two observers from the Institute sat in on sessions in various groups. At the end of each session, group members were asked to fill out a simple questionnaire (a "Critical Incident" form) telling what event in the session had been most important to him personally, what other person or persons had been involved, and why the incident was important.

Five small-group sessions, of two hours' duration each, were held in all, beginning on Friday evening at 7:30; there were three sessions on Saturday, and a final session on Sunday morning before lunch, after which the Workshop ended. One general session for the entire Project-staff was held on Saturday.

To convey some idea of what the Workshop was like for its participants, we will first describe one group in some detail; then briefly describe the atmosphere in the various groups as the sessions progressed; and finally, by their post-session "Critical Incident" comments, show some of the ways in which participants felt they had benefitted.

A Group.

The certificated teacher was about 45 years old, who exuded an air of authority which at first intimidated, and then irritated, the others. As they tried to come to grips with this difficulty, he discarded his pontifical manner completely and became almost like a little boy. But the group refused to accept him in this role either; since he was the professional teacher on his team, the others would have to rely on his knowledge, and he would have to accept and use wisely the authority his position conferred on him. It was clear, too, that he did possess innate authority as a person, and that the others wanted to be free to turn to him and depend on him if they needed. By the end of the Workshop, the group had helped him reassume his authority in a more secure and genuine way with which they could all feel comfortable.

The housewife was a Negro woman of about 65--heavy-set, wearing glasses, the very grandmotherly wife of the minister of a small Baptist church. Her manner was extremely--cloyingly--sweet. As the first session got under way, she was the fixer-upper, smoother-over, hear-see-speak no evil, whose rule in life appeared to be, "always look on the bright side." The group found it impossible to deal with this attitude, and soon simply ignored her silver-lining remarks to such an extent that at times she was not only figuratively, but literally and physically sitting outside the group.

In the early sessions, the younger members of the group were completely unable to communicate with her or to relate to her, finding her blandness a brick wall, a seeing in her too much of the "parent". But in later sessions, this group did a great deal of role-playing, and in the course of playing out the solutions to envisaged problems, they found that she had something they lacked--a lifetime of experience in a variety of difficult situations. When the younger people were completely stymied by a problem-situation they had set up, time after time she stepped in with a sure, authoritative, and "right" response or solution. By the end of the weekend, the housewife, now called by her first name, had become in some ways the most important member of the group, for everyone had come to recognize that under the Pollyanna facade of the minister's wife lay a real ability to deal with situations which left the others bewildered and helpless.

The college student was a very bright 19-year-old Mexican-American. She had no trace of accent and is probably third generation American. She was very wide-eyed and eager, in the group, but very sure of her superior knowledge, and this irritated some of the others. When they let her know this, she confessed that she was quite apprehensive about her role in the team, and about the problems she was sure they would all face during the summer. By the fourth session, she had dropped her superior airs completely. She expressed the reassurance she had gained from the developing cohesiveness of the group, and the comfort she felt in discovering that "no one was left out" and that "the problems I know I will find difficult" could be more or less solved through pooling the resources of the total group.

The high school student was an unusually attractive 16-year-old Negro, gentle, but poised and confident. Very well-liked at school--she was president of the student body--she presented no problems to the group. But the housewife was a real problem for the high school student; they soon came to grips over the conflict between the traditionally-minded older generation and the freedom-seeking young. And although she was the youngest in the group, she was able to confront the housewife more powerfully than could any of the others, and to voice some of the group's need to get past her sweetness-and-light facade.

The housewife found the frank discussion of racial problems extremely helpful; as she said, "this kind of discussion showed me just exactly where I stood with the others in my group, and in this project."

The high school dropout, was a Negro youth of 20 or 21, evidently from a culturally-deprived background. She is married, but only sporadically employed, and seemed almost entirely lacking in self-confidence, full of anxiety and apprehension. When she finally found courage enough to speak up, she expressed deep concern over her ability to control a class, and talked at length about prejudice and the problems it presented to her. The role-playing sessions were very helpful to the drop out, and increased her self-confidence to a remarkable degree, since here she was dealing with the concrete rather than with the abstract, and could function very effectively.

Claudette Wren, about 23, is a secretary on the Project's administrative staff. She is an extremely quiet person, and took little part in the group's discussions. She had little impact on the group as a whole, but it was evident that she was much involved in everything that went on, and seemed to feel herself very much a part of the group.

Scott Sherman, a member of the "Change and Development" Team, is a 23-year-old graduate student. Though he was an active participant, the others felt that he "hid behind his research role," and were unable to get through to him. Since he presented no real problem to the others, they accepted him as he was, tended to ignore his intellectualizing, and devoted their energies to working out their relations with the problem members.

Nell Greene, in her late thirties, is the Principal of the Val Verde School. Though she is very quiet, her rare contributions showed her to be very observant of, and sensitive to, the nuances of individual and group reactions. The others found her understanding most valuable, and as one of the younger members said, they felt her to be "really with it."

The Sessions.

The first session is usually difficult; participants "don't know what we're supposed to be doing here, anyway," and are stymied by the lack of structure. This was particularly evident in Dennie's group. The atmosphere was exceedingly uncomfortable. Dennie sat quietly, relaxed, unmoving. The others were silent, watchful, and tense. Nevertheless, no one tried to fill the uncomfortable silence with small talk.

Gordon Tappan's group had made a start by discussing the administration of the project to date. Misunderstandings which hadn't been cleared up were beginning to come out into the open, and group-members were trying to use the attitudes thus revealed as a means of discovering themselves and each other. A teacher, wrote afterwards, "It was a shocker to come to grips with myself as others see me."

Jim's group was well off the ground, thanks to a young, very articulate Negro boy. A high school dropout, he was taking on the whole group. He had decided that the Project was really designed to hoodwink him and the other drop outs into going back to school, and that the program was some sort of "soothing syrup" being spooned out by "the government." The others were reacting very strongly to this, and he seemed to enjoy thoroughly being the center of attention.

In one group, a very frank discussion of racial problems was under way. The two young Negroes, were talking about the loneliness and isolation of the educated Negro--resented by many of his own race, yet rejected by the whites, and "with no place to go."

In Betty Berzon's group, the professional teacher, had tried to solve the problem of "what we're supposed to do" by keeping the interaction on an intellectual plan, since "feelings would just disrupt things." The rest of the group refused to go along with this, and after trying to get past her defenses, freely expressed their frustration.

* * * * * * * *

After this first Friday night session, one of the high school students invited the younger people to a party in her room; one of the boys had brought a phonograph and records, and soon they were all dancing and laughing together.

But this was angrily stopped by the motel-manager's wife, and as the youngsters dispersed to their rooms, she took several of the white girls aside and scolded them for not knowing better than "to mix with the kind of people you're mixing with." It was quite clear, the girls thought, that her anger was directed at the racial intermingling, rather than at the party-noise.

This incident proved most valuable for discussion at the general staff meeting the next morning. It graphically showed the necessity for self-discipline; and it enabled the participants to confront together the attitudes toward racial intermingling that would obviously be important to the Project's relations with the public. At some point during this meeting, the feeling of "being all in it together," began to develop; the consequences for the group of individual actions were plainly demonstrated, and concept of interdependence became very concrete and meaningful.

Sessions Two and Three.

In these sessions, groups were beginning to come to grips with the problems that had been opened up on Friday night, particularly with respect to members whose defenses were clearly apparent and frustrating to the group.

In Dennie's group, for example, one housewife had been taking notes and the certified teacher, who was Negro, had objected. This led the group to an exploration of the meaning of the group experience. The certified teacher was much moved. "This is my people," she said. "I have no husband, no children ...the casket is closed and I am reborn."

At a later point in this group, a high school student, began talking of things that had happened two years ago, but a certified teacher told her that she was bringing in the past and not noticing what was going on in the present.

She began to cry. "No one was ever so blunt. ...But I guess now I can stop living in the past and start living in the present."

In another group, an intellectualizing teacher, had upset the rest of the group on Friday night by insisting that she didn't personally care about any of the others, "because I don't know you, so how can I?" Now, in the second session, the group was focusing on her, trying to get her to admit that her uncaring attitude was phoney; they very much wanted her to apologize and take it back. But she was adament. Finally, one of the older women, a housewife, lit into the group with real feeling for being cruel to the certified teacher. In responding to her, the group was able to make it very clear that they were really hurt by her uncaring attitude.

Dennie's group was having trouble in the third session. A teacher, had been talking about the teacher's role in the classroom, particularly about the problem of control over the children versus freedom. Suddenly, Ken, one of the parolees, who had seldom said anything, asked forcefully, "Is this what you're doing in this group--controlling it?" This was ignored; two of the girls started a dialogue with each other which didn't seem to get anywhere. The rest of the group was heavy and bored. The group-leader turned to Ken and asked, "What do you think is going on here? Why is the group stuck and not moving?" And Ken answered, "the certified teacher is playing a big game with the whole group."

This had considerable effect on the group; their assent indicated that they had sensed something of the sort, had been uncomfortable about the certified teacher but couldn't put their fingers on the reason. This insight established Ken as a significant member of the group, but he seemed to be depressed and upset with the way the group was moving. Everyone tried to get him to say what was wrong, and the drop out voiced the feelings of the others when she said how concerned she was about one members's depression, because "you're a member of this group and I care about how you feel."

Sessions Four and Five.

By Saturday evening, Session Four, there was deep involvement in almost all of the groups. In Dennie's group, which had sat watchful, silent, and suspicious at the start of the first session, a very potent interpersonal problem was being threshed out between the Negro school teacher, and the housewife. The certified teacher had brought an unpleasant facet of the housewife's character into the open, and the housewife was burningly resentful. As the group tried to help the two work this out, it became clear that the housewife recognized the truth of what the certified teacher had said, but couldn't accept the fact that she had said it. The housewife had reported the most significant event in Session Two had been being "frightened to think of what a teacher felt about me." By Session Five she had come to realize that others were aware of certain aspects of herself which she had hoped were concealed, but that they accepted her, faults and all.

A certified teacher, whose determination not to reveal her feelings had given Betty's group so much difficulty had, by the fourth session, dropped her pretence that she didn't care. As she wrote, after this session, "I realize that there are a lot of deepseated sensitivity spots within me--places where I need help and change. ...I wish I had the guts to verbalize to the group how real and honest these ideas are to me (i.e., her problems). As the day progressed I constantly fortified them."

And in the fifth session in this group, where many two-person conflicts had been actively dealt with, the group-members seemed to be really trying to find out who they really were. Another housewife, had not found any incident in the previous sessions important enough to report on the Critical Incident form, but at the end of this final session she wrote, "I have been shocked, disturbed, concerned about the trend of discussion. This may be what I needed, rather than the comfortable niceties."

By now, too, there seemed to be almost no difference between the Negroes and the whites, or between the educated Negroes and the Negro drop outs. Indeed, one of the drop outs who had been the quietest member of his group, had established himself firmly and dramatically as a person of quiet conviction who felt himself a valued member of the group. "When I say something," he said, "I want it to stick; I don't say anything for foolishness."

In each group, certain characteristic qualities had been spotlighted and attacked: the professionalism of the teachers, the stern morality and over-protectiveness of the housewives, the defensive arrogance of the drop outs, the intellectualism of the college students, the brashness of the high school students, the set-apartness of the staff. And the prejudice, of course, was one of the earliest--and in some ways the easiest--problem in every group.

By the fifth and last session a strong sense of kinship had not only grown up among the members of each group, but seemed to have spread across group boundaries and diffused through the Project.

Individual Perceptions.

To see how barriers were broken, and how individuals changed their feelings about themselves and each other, perhaps the best way is to follow several participants through the sessions by means of their post-session "Critical

Incident" reports; here we include only the description of "Why this was important." Numbers in the margin indicate the session-number.

A college student:

1. I suddenly realized the great diversity of our group and the difficulties of really understanding each other. The variety of people was clear to me before, but not in such a concrete way.
2. Beginning to gain a real understanding of people in my group, i.e., their feelings about relating to people. Also, learned how different we are. Finally, learned a lot about how I affect people in the group--one certified teacher sees me as aggressive, another resists my being personal, and I tended to reject what they sometimes said.

Another college student:

1. It was important because I feel such a great need to get sensitively close to these people and this session was a good start!
5. We all feel happy about the weekend and working together in a more genuine manner.

A housewife:

2. It was very disturbing and worried me about what the group may really feel about me.
5. For the first time everyone took part equally. It helped all of us to understand each other.

Another college student:

1. I learned that it really doesn't bother me to talk freely in such a group.
4. I feel one of the certified teachers is showing the sincerity and honesty that I am striving for. She's setting a good example.
5. It showed me some people place a great importance on something minor to me.

I'll have to realize what others are thinking.

A Researcher:

1. Because after working with a drop out and knowing what kind of person people thought he was, he was one of the first to really share feeling something really important about himself.
2. (re: an honest expression of feeling by another) It was the beginning, I feel, for the group to start standing on its own--after this happened, things became more honest and open.
5. The feeling of togetherness--the desire to feel something of love toward everyone--the desire to leave the training (the workshop) as a group--and also the desire from members to get together again. It was the right way, I feel, for the group to end.

A certified teacher:

1. All of the problems and discussion seemed shallow. We didn't discuss sensitive areas at all.
2. We seemed to share some true feeling about each other...I feel that I can share all of myself with these people in my group. I know that they will help me develop a part of myself that at this time I know nothing about.
3. I care for our group and want it to continue to grow.
4. I seem to be becoming more involved with the group. I trust them to help me. I want to be able to 'give and to receive' from this group.
5. (re: a Negro housewife) I wanted her to understand that I love "her" but I don't love the pious, elderly, mother image that I think I see there.

A high school student:

2. It helped me to realize that in reference to the present, the past is unimportant. Also, it helped me to realize that people I think I know, are

really the most foreign and unknown to me.

3. I think our feelings that others are insincere is a reflection of ourselves. The negative attitude may be indicative of how we will react on the job.
5. The group seemingly drew closer to one another through thought and verbalization. It helped me to understand the group as a whole more and not as some individuals sitting in a room together.

A high school drop out:

2. The deal (an incident) with the housewife was important because it showed me I still couldn't bring myself to be open completely.
5. I love the group. I never loved anything before.

A certified teacher:

1. (re: two group members) Both people can now partially drop old existing roles and adopt new ones.
2. I got a clearer picture of how I was viewed by the group; this could have many implications as to my future behavior.
5. It was seeing a metamorphosis take place, a realization. A very moving experience for me.

A college student:

1. I felt it helped me to iron out the majority of problems I will be faced with this summer.
4. We finally got completely united as a group, not leaving anyone out. I find I can really understand the housewife and know she'll be of great help to me. It was important because the problems I would find difficult could more or less be solved by a total group discussion.
5. I consider myself a lot more mature and grown up.

A college student:

2. I felt that we finally began sharing our individual feelings. I was able to share mine and to hear the feelings of others.
3. I realized that a drop out's honesty proves that the give-and-take leads to a common mutual acceptance.
5. I saw a different outlook from both a certified teacher and a high school student and she almost expressed a feeling from deep down inside.

A high school student:

2. Maybe I'm finally able to talk about things like never before. I want to know about myself better and most of all able the group (sic) and will I be able to help them and will they help me understand myself.
3. It made me realize that a drop out and a high school student weren't so bad and that they want to be wanted and liked like anyone wants and I believe hope for. I appreciate them so much more and especially the group on the whole I believe and I know I've found what I wanted.

A college student:

3. It showed me that I still can't reach some people, i.e., basically the housewives, because they are traditionally oriented.
4. All roses; we've reached a point where we get along and are listening to each other, trying to understand. I'm learning that there are degrees and depths to groups and I don't know how far this will go.
5. More personal conflict, all was not rosy. We began to see a greater depth and we were beginning to handle immediate conflict between people.

A college student:

1. I felt after the discussion more able to cope with my problem, since others

also have certain mixed feelings. Feel less isolated and more willing to try and open up again.

2. (re: discussion of racial prejudice) It really brought home that background and experience can make a difference and should not be glossed over. A Negro parent now related to me as an individual because I can understand some of the things he has to face as a Negro, and they have had an important role in his make-up. I believe it is easier to relate to him after knowing how he feels, than just as a person who sees everything rosy.
4. Everybody talked about their needs and wants openly--really came across--broke down any feeling of being out of it by talking about things we could all relate to--all things related had some impact on me and really made me feel closer to members in the group.
5. Felt a trust and mutual confidence which should serve well as a basis for honest communication during the summer.

A researcher:

1. Real honesty was growing at the end of the meeting, the feeling here is people are beginning to trust each other.
3. I identified myself with a teacher and a college student and got to know each of them much better in respect to their individual feelings. Also I found myself really revealing myself and feeling great pressure removed.
5. I learned that most people see me as very sensitive, the very thing I have been worried about not being. Also that I have a lot of evaluating to do of myself.

A high school student:

1. I learned that becoming open or rather breaking the barrier was necessary

in order to work with one another. To break a barrier is to communicate.

5. I just learned to love everyone a lot more.

A parent:

2. It gave me a chance to really let everyone know how I feel, being a member of a minority group.

3. It gave me a chance to see the inner feelings of the other members of our group.

4. I have a better understanding of each person involved. It opened new vistas to me.

5. We found mutual experiences in each other on which to build.

Some Conclusions.

One of the most striking observations about the groups was the astonishment and fascination of the young people as the adults--expecially the teachers--expressed negative feelings about each other or discussed their role-conflicts. As a Japanese high school student said, "I never knew this could happen, especially with teachers."

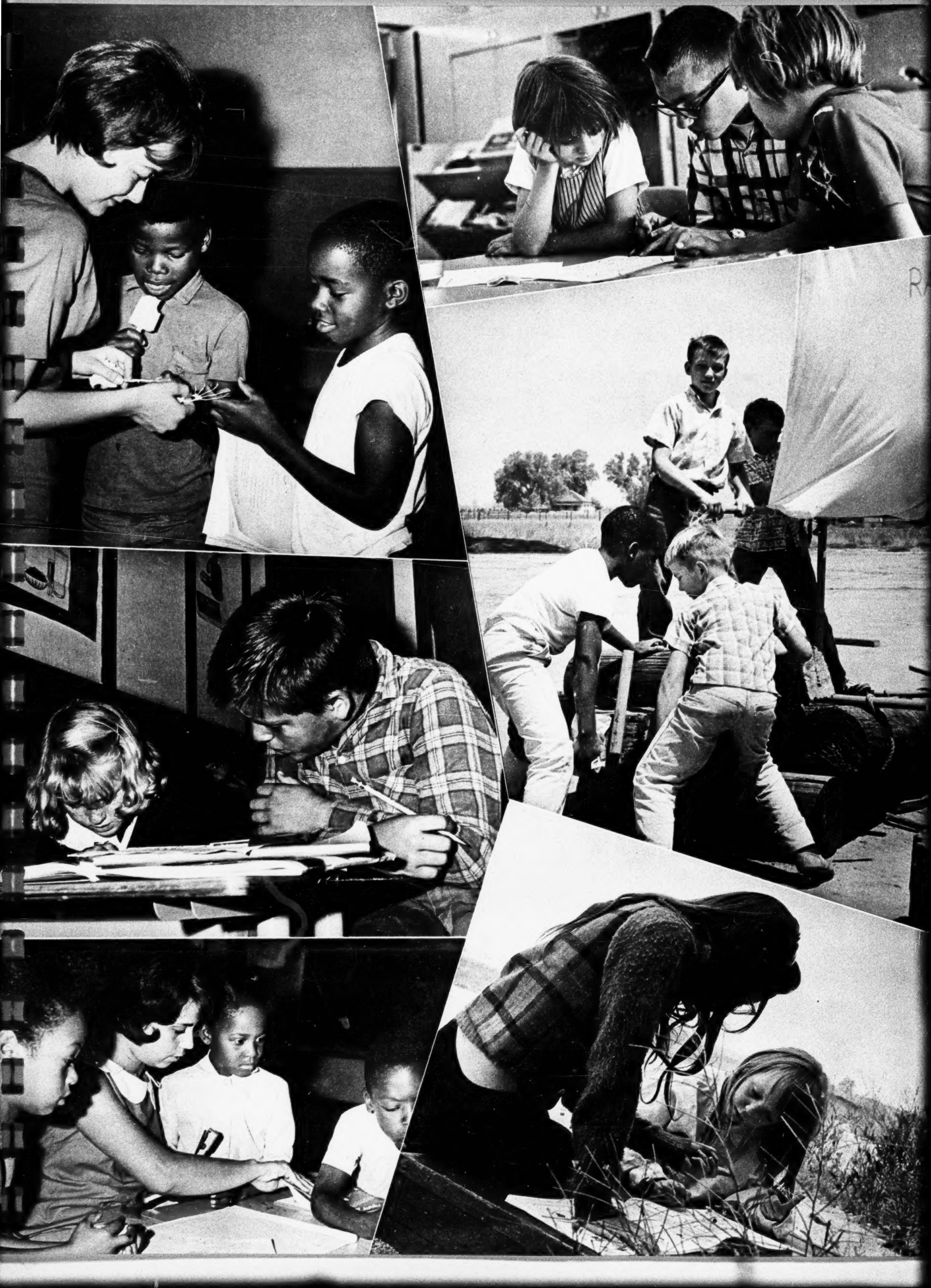
Of interest, too, was the problem presented by the "mothers," whose overprotectiveness, as they kept trying to "smooth things over," was an obstacle to group interaction; in addition, their value-systems, centering around a stern morality, tended to be a greater problem than the racial differences.

Some of the adults seemed unable, in the short space of five sessions, to shed their intellectual-professional defenses. Though one certified teacher, for example, worked through his over-reliance on, and then rejection of authority, he filled out the Critical Incident form only for Session 5, and while the comments of the others suggested a personal sense of deepened understanding, his comment was: "Roles were clarified in terms of program. Confidence and trust have developed."

And though the group had come to accept and depend on the housewife, she was still struggling with the value-differences; at the end of Session 4 she wrote: "It was important trying to get my group to understand me, trying to get to understand my group."

Perhaps most interesting of all, however, is the way the comments moved, in a number of instances, from being self-oriented after the first two sessions to being other- or group-oriented after the later sessions. This, more than anything else, testified to the group-identification that developed as people became able to talk to each other in meaningful ways. In their small groups they came to see each other as real and vulnerable. They were able to seek and to provide support across social, educational, and age boundaries. They were able to relate as equals to those they had seen as superiors, and housewives as well as the younger people, found the teachers to be real, vulnerable, and needing them for support. When they left on Sunday, they seemed to care a great deal about each other and about the total group.

A Negro housewife wrote, after Session 5, "I learned to accept people as they are regardless of race, without reservation."


RA

CHAPTER VI.

THE CHANGE AND DEVELOPMENT TEAM

Pre-project Activities
The Project
Discussion

THE CHANGE AND DEVELOPMENT TEAM

Quite unique to this project was the employment of a "Change and Development Team," composed of two young men just paroled from a correctional institution of the California Department of Corrections, a graduate student in sociology and a consultant. The team was part of another project, funded by the National Institute of Mental Health*.

The main purposes of the Change and Development Team were to conduct research aspects of the project, to furnish systematic feedback to the staff, and to bring together data for the final evaluation. The project director summarized his views on the Change and Development Team as follows:

> *The way I looked at it was like a thermostat. A thermostat collects data about how hot or cold it is and decides when to turn the air conditioner on or when to turn the furnace on. And I saw the Change and Development Team doing this during the duration of this program - feeding it back at appropriate times in the program, (3:00 seminar) perhaps, and also with the teaching teams. I consider this one of the most unique, interesting aspects of the whole program. ...There is something that comes from being outside the group that helps one see what's going on inside it and it helps him know what he might do better at a future time.*

The Change and Development Team, itself was experimental and there was practically no relative experience from which to draw. The term "Change Agent" originated with Lippitt.(2) In his concept a change agent was a professional person who acted to bring about change in clients or systems. Thus, a psychiatrist, an educator or a counselor could be seen as a change agent. In this particular project it was felt that the two non-professionals might be able to see and do things in the classroom from a different view point and would become "linkers" between the slow achievers or culturally different children and the teachers. The functioning of the Change and Development Team can be described in two phases, first in the pre-project phase and secondly, in the project itself.

---

*Project OMO 1616, "New Careers Development Project," sponsored by The Institute of Crime and Delinquency, J. Douglas Grant, Project Director.

Pre-project Activities.

The two non-professionals (parolees) and the consultant began work six weeks before the formal project began. The two parolees were released from prison on Saturday and began work on Monday. As there were no other staff members working full time on the project and certain deadlines had to be met, the three members of the Change and Development Team assumed many roles which were not originally intended and which later became confusing to some of the staff. For example, each of them became responsible for training meetings one night per week of the various assistant teacher groups. One member recruited the drop outs, having to interview some of them in jail and locate prospective candidates around the community. Another worked with the high school students and the third with the college students. Working with these various groups during the initial stage actually established strong alliegiances which lessened the objectivity of the observations that the Change and Development Team members could make.

As it was not known to what degree cross-age teaching relationships would be used in the school it was decided that the two non-professional staff members should experiment with this method and also with some ideas about the role of the assistant teachers for the project. It was felt that this information would be useful in orienting the teaching assistants during the month of May.

This too, made it difficult for the two Change and Development Team members, as the children became closely identified with them in their study groups and in the summer session still saw them as their "teachers". The third function during the pre-project phase was systematic observations of the training sessions and feeding back observations to the training groups. As the Change and Development Team became more familiar with the group discussions and with cross-age teaching and had a good idea in their mind of the role of an assistant teacher the staff more and more looked to them for guidance in the training phase.

The Project.

The graduate student arrived in June and the team prepared for its first task - coordinating the administration of the achievement tests in the control school and at the project school. They had attempted to give achievement tests the last week of school but so many of the children had refused to take the tests that the testing was not considered to be valid. In the first week of school all the children in both schools were tested by the assistant teachers under the supervision of the certified teachers. Tests were scored by the assistant teachers and the data was forwarded to the data processing center.

As the teaching began each of the members of the Change and Development Team worked with two teaching teams, visiting them as regularly as they saw fit and giving them systematic feedback on their observations. The team also prepared and administered questionnaires regularly throughout the summer to get systematic feedback as to how the staff saw various aspects of the program. Some of this data was tabulated and fedback immediately in various forms, to the total group. Other observations were made available to the administration.

Discussion.

The functions of the Change and Development Team then were varied and were not always in keeping with the original intent of the New Careers Development Project or with the present project. The functions changed with the demands of the project and in accordance with personalities involved. It soon became apparent that the team did not possess sufficient skill for the type of objective, non-judgemental feedback that was requested for the project. Perhaps it might also be said that many of the staff were in such conflict about their role they could not have heard the feedback anyhow. Nevertheless, it would have been helpful had each member of the Change and Development Team visited the teaching teams more consistently and offered their observations. One of the great conflicts seemed to be the need for additional training of the staff. They might then have had a relatively consistent model to work from so that consistent feedback would have helped them to more accurately pursue their goals. Often, the Change and Development Team members were used as training resources rather than for feedback and were often manipulated into this role. All of them had had considerable experience with discussion groups for example, perhaps more so than most other staff members and they were frequently asked for help in group problems which placed them in a training position.

It was difficult for the team members to move from the pre-project phase into the project phase. They had all obtained considerable satisfaction from working directly with the children and had experienced success in working with them. It was difficult for them to now take on a new role and allow the others to make errors, especially when they did it consistently. In the 3:00 seminar their role was extremely confusing as the consultant had had considerable experience with large groups and was frequently called on as a resource person which interfered with his role of taking a daily running account of the interaction of the group. The graduate student was cataloging notes from the tape recorder. He too, was called on frequently as a resource person, having had experience in a therapeutic community. The two non-professional members interacted more in the seminar as they had many more experiences with the other staff members in their day to day interactions and in their social life. There was also a conflict in the 3:00 seminar as the Change and Development Team had been involved in active groups with acting out disorders in which there was less conceptualizing and intellectualization of content and more dealing with emotions. Some of the members of the staff were also action orientated and there was disagreement among the administration as to the proper combinations to these approaches.

Many of the staff resented the title "Change and Development Team" as it implied that they must change and that the team knew in which direction they must change. It was also a cumbersome working title and after a while the team more and more referred to itself as a research staff. The degree of aloofness from the project and the amount of direct involvement was always difficult to define and was different for each member of the team.

Future use of trained persons, whether a team or consultants to help a staff change is seen as highly desirable. Perhaps more emphasis on a greater variety of group experiences and of consistent, objective feedback of processes would be highly desirable in training. It would also seem parenthetically that such a team should have a greater tolerance for anxiety and perhaps a greater maturity than was the case in this project. They should be able to help the staff conceptulize its goals and then act as a quality control check to help them adhere to their goals even though these goals might change at times. They needed more sophistication in research methodology and quality control procedures than they possessed.

CHAPTER VII.

DAILY STAFF SEMINARS

The Daily Staff Seminar
Form and Structure of the Seminar
How the Staff Talked
Staff Post hoc Predictions
Changing Leadership: Persons Seen as Helpful in the Meetings
Developing Norms and Standards
Summary

DAILY STAFF SEMINARS

Grant has vividly called our attention to how many professions and institutions resist evaluating their effectiveness and changing their systems by tending to keep "clients" in passive, recipient roles. Time-honored procedures tend to have elaborately developed rationalizations for their existance; evaluation of effectiveness and planning new strategies is hindered. With regard to education Grant has said:

> *...there is growing concern with other forms of learning than the classroom, lecture and textbook. Learning through doing in such forms as role-playing, simulation, on-the-job participation, and teaching of others are being explored over many fields. ...Group self-study emphasizes learning through doing and experiencing. At the same time it emphasizes the importance of being aware of what one is doing.* (3)

He has further underlined a beginning trend throughout social agencies and institutions to achnowledge and develop the potentials of people who traditionally were seen as needing help, assistance or education, to become more self-sufficient *contributors* rather than *receivers*.

Once it had been generally well accepted that the project was to try a fundamentally new total approach to the operation of an elementary school, how should we proceed? Modification of the social structure and expectations of staff and children needed to be followed with systematic means to augment the change and to maintain a different social structure. Here we leaned heavily on the ideas developed by the National Training Laboratory and Maxwell Jones in his *therapeutic community* concept. With reference to his work in developing therapeutic communities in hospitals, Jones has said:

> *I have elsewhere described a therapeutic community as distinctive among other comparable treatment centers in the way the institution's total resources, both staff and patients, are self-consciously pooled in furthering treatment. This implies, above all, a change in the*

> *usual status of patients. In collaboration with the staff, they now become active participants in the therapy of themselves and other patients and in other aspects of the over-all hospital work - in contrast to their relatively passive, recipient role in conventional treatment regimes.* (4)

If treatment of mental illness, rehabilitation of delinquency and education of children and adults could be seen as having similiar goals, namely, being a process of systematic and rational change, to what degree would therapeutic community concepts be appropriate in the present project? We felt there were many aspects that had a direct relationship.

Essentially we were asking ourselves these questions:

1. How could non-professionals and children become progressively and systematically more active participants in the formal education of children? How could they move into active roles of sharing teaching, learning and administrative functions with the administrators and certified teachers?
2. How could we create and maintain an atmosphere which encouraged free communication and promote dialogues among the varied staff members--among the children and between staff and children?
3. How could we become more aware of roles persons would assume and help maintain an atmosphere of freedom for experimentation in behavior change? We felt we would need opportunities for constant inquiry and clarification of roles and expectancies in order to modify them to meet learning needs of staff and children.
4. How could we uncover interpersonal tensions in the project and make them available to everyone not only for the purpose of resolving them but to learn from them?
5. How could we become more aware of perceptual distortions and prevent

rumor from forming which might inhibit movement toward creativity, render persons less effective or immobilize them (leading to their leaving, e.g., as the "drop outs" had left the formal school system) to inactivity?

6. How could we help everyone develop an identity with the project, to help formulate specific goals, develop committments and strengths in a short period of time?

In the transition from a conventional educational system to one where important responsibilities were shared, we anticipated several issues which might impede progress.

1. What effect might the inevitable questioning of authority have on the goals of the project?
    a. Of the professionals (administrators and certified teachers) by the non-professional assistant teachers? What might happen when the non-professionals pointed out inconsistencies and irrationalities of the professionals in the classrooms and in the administration, which in a conventional system are unnoticed or kept from open communication by blocked hierarchies?
    b. Of the professionals, (administrators and certified teachers) and the non-professionals (assistant teachers) openly by the children? In conventional regimes such observations are suppressed or taken lightly when stemming from young children.
    c. Of older children, when in new positions of responsibility, by younger ones? It is commonly felt in education as in other areas (mental hygiene, social welfare, crime and delinquency, for example) that formal recognition and promotion of hierarchy

among peers regarding responsibility is to be discouraged and steps taken to prevent it.

2. How could new ways be promoted to managing the eight classes for maximizing the ideas and potentials of everyone? Such an accomplishment would inevitably bring about disruption of traditional, cherished educational procedures and expectancies of children, and might devalue the position of the professionals. For example:
    a. What if situations formerly calling for disciplinary measures (a constant irritation in most our schools) were handled as *learning situations* in the classroom group and not referred to administrators?
    b. If the smaller units (that is, each of the eight classrooms) had breakdowns in communication (as they inevitably might), how could this be handled?
    c. If emphasis was to be stressed on "learning by doing," how might people (children and staff) be helped to move toward conceptualizing and generalizing from an action-orientation?
    d. How could the members of the project make transitions where they would increasingly see situations outside the classroom as resources for rich learning? How might we encourage children and staff to look elsewhere?
    e. How could we help the staff and children become more comfortable with a less scheduled atmosphere for learning? For example, how would the school function if children took recess breaks according to their individual learning styles and needs, rather than for the convenience of the staff? Or would they

want them at all? Could the school operate without bells, whistles and children being marched in lines? And how might children moving about all the time effect morale?

3. More generally, how could we get the feelings and issues these changes would inevitably arouse in everyone, out in the open so that they might be seen, analyzed and discussed as valuable for learning rather than kept underground?
4. Specifically, how could we promote the idea of the need to *share responsibility?* It seemed this would be most difficult for the administrators (and certified teachers) who are often overly concerned with physical safety of children, the public image of the school in the community, and within the education profession. Transition from a need (what ever the source) to keep others in passive-recipient roles to allowing others to assume greater responsibility for their own and other's welfare does not occur without conflict. A period of education and support seemed needed in making the transition and then in maintaining a new atmosphere.

We decided in the proposal formulating stages, that daily, systematic opportunities for communication by everyone concerned in the project were essential, and that certain norms and standards needed to be established. One of these that emerged was that, *in this atmosphere, talking openly about one's difficulties in performing one's role, could be a good thing. There was a specific place and a time provided each day for such talk to occur and there were numerous people who could help once the matter was brought out. We felt that such opportunities must be regular and daily, as accumulated tensions could interfere with the tasks of the project.*

Daily free discussion groups in several different combinations seemed the most feasible method to attempt the many different changes in the school. In designing the project, a certain amount of education in interpersonal relations was seen as necessary. Some persons might become resource persons or "culture carriers". The two parolee members of the change and development team for example, had had considerable experience in discussion groups as part of their rehabilitation and later in the training phase of their development. Their presence at the school a month prior to the project, enabled them to hold study groups with 24 of the children, who soon learned to bring out their tensions in daily meetings. These children offered resources when the project began. The graduate student member of the change and development team had had considerable experience in several research projects employing large discussions groups.

Two of the teachers and the project administrator had had courses in group discussion, and seven of the eight college students had been teaching assistants in University Extension courses employing group discussions as a teaching-learning situation.

The various staff members meeting as "like groups", that is, certified teachers, high school students, etc., separately for 5 weeks, enabled them to begin to talk out expectancies of their role, their anxieties and share enthusiasms for the summer.

The weekend sensitivity training session, (following typical "T-group" procedures, see reference 11) where the staff first met as teaching teams (assistant teachers were assigned at random to the certified teachers just prior to the weekend) assisted the members of the teaching teams to begin to communicate with one another. More important the experience provided a model of open communication for all the staff to share feelings and ideas and develop working relationships. The weekend became a frequent "reference point" for the staff during the summer - it was referred to often in the daily staff seminar.

The week-long workshop prior to the arrival of the children afforded opportunities for the teaching teams to work out relationships among themselves and begin to formulate their individual approaches. In addition, the entire staff of 50 began to meet daily at the close of the day and this seminar became the place where focus and attention could be directed to the many and complicated aspects of the project. It was here that staff could develop a philosophy from shared experiences and then individually translate them into procedures to be tried in the daily operation of the eight classrooms. From new experiences, they could return to the seminar with additional feedback to help further develop goals of the project.

THE DAILY STAFF SEMINAR

The total staff of 47 and sometimes the three secretaries met in the cafeteria 3:00 to 5:00 P.M. each afternoon, Monday through Friday to discuss current significant events in the project. Many of the staff had just returned from making home visits with the children or had just completed meetings with the teaching team. Chairs were arranged in a large circle. The weather was ocassionally very hot, and there was no air conditioning. Doors were opened and the hot desert wind often blew through the room. The project site was near a military air base and jet planes frequently flew low over the school. The staff seated themselves in no prearranged manner, with the exceptions of the project administrator, the resident principal, and the two members of the research team, who all tried to remain in nearly the same positions in the group. This gave the group some form, and it was felt that for research purposes, it would be important to have some "pivot points" for later analyzing the seating and the flow of communication (messages) from various sections of the room.

We chose the word "seminar" rather than group or staff meeting as we wanted it to be a place where a maximum amount of learning from current experiences and thinking through issues could take place. We did not want it to resemble a traditional staff meeting where unilateral decisions were passed down, and did not think it should be a therapeutic group, although understanding and resolution of conflict might possibly bring about some positive changes in staff behavior. Some of the staff, in turn, called their group meetings with the children, "seminars" and this term was used frequently in the classrooms as well as among the staff. The seminar was accredited by University of California Extension (Riverside campus) and all the participants received 3 units of credit in psychology.* The course description read as follows:

> Psychology X 412 (3) The Therapeutic Community. Roles, authority, values, systems, transference, counter transference, and the social structure of institutions in relation to management and treatment in a therapeutic community. Emphasis on problems of mental health and dynamics.

Accrediting the seminar gave it some degree of status and we felt receiving college credit (especially by the drop outs, none of whom had graduated from high school) for a mutual endeavor by the entire staff would help to instill some of the educational goals of the project.

---

*The same course was offered concurrently to 22 certified teachers in the Riverside-San Bernardino area by a member of the research staff. As a requirement for the course, each made regular observations of the classrooms during the summer. Two of the students were regular staff members of the project school in its regular school year.

All of the meetings were tape recorded on an Ampex four-track tape recorder with four microphones sitting in the center of the circle. Two research assistants took notes during the group and also participated from time to time. One took a running chronology for cataloging purposes of the tape recordings, by footage and the persons involved. Another scored the interactions in terms of message units sent and received between various topic persons.

Form and Structure of the Seminar.

1. The Seminar Begins with Silence. Meetings opened with silence after normal social conversations had ceased, as members thought of what they might bring into the meeting. Silences varied in length from 3 to 14 minutes, the average being about 6 and a half. There were variations in the length of silence as the project progressed and by the day of the week.

TABLE 8

Daily Staff Seminar UCR-Val Verde Project
Time (in minutes) Elapsing prior to Opening Meeting (past 3:00 P.M.)

Day of Week	June 28-July 2	July 6-9	July 12-16	July 19-23	July 26-30	Aug. 2-6	Daily Average (minutes)
M	12	holiday	05	04	05	04	6.0
T	03	05	07	10	04	05	5.7
W	05	06	05	05	14*	04	6.5
Th	07	07	09	06	05**	08	7.0
F	09	08	06	09	10+	08	8.3
Average (minutes)	7.3	6.5	6.4	6.8	7.6	5.0	

Range 3 to 14 minutes
Average 7.1 minutes

*School Superintendent visits group
**Visitor opens the meeting
+Project Director opens meeting

Table 8 indicates that the longest average silence occurred during the next to the last week and next longest average in the first week of the project. The least amount of silence took place in the last week. On Wednesday of the fifth week, the regular superintendent of the project school visited the group and expressed his concern over the conditions of the school grounds and over defacement of school equipment. The next day, a visitor, a county school consultant of the district in which the school was located, who had attended the seminar the day previously, opened the meeting expressing his discomfort with the previously attended meeting. The following day, the project director opened the meeting (the only time during the project) calling attention to silences in the seminar. He expressed this in a half-serious, half-humorous manner by asking the group how he could account to the funding agency of the project for all the long silences in the tape being used to record the daily seminar.

2. The Non-professionals open the Seminar. It is important, in studying the structure and functions of a discussion group seminar, to note *who opens* it and *what themes* both open the meeting and predominate it. The opening theme frequently sets the tone for the seminar and may often determine its course.

It was mainly (72.2%) the non-professional assistant teachers who opened the meetings. On only two occasions, did members of the administration open the discussion and the certified teachers opened it only 4 out of 29 meetings (13.8%).

TABLE 9

Daily Staff Seminar (3 to 5 P.M.)
Persons opening the Meeting

Category of Staff	Number of Meetings	Per Cent
Housewives (parents)	8	27.4
High School Students	5	17.2
College Students	4	13.8
Certified Teachers	4	13.8
School Drop outs	4	13.8
Administration	2	7.0
Research	1	3.5
Visitor	1	3.5
Total Meetings	29	100.0

The non-professionals opened the seminar and got it underway. The amount of participation of each member of the staff in the total two hours was also recorded but not analyzed for this report.

Another means to describe the structure of a seminar, is to know to whom topics are addressed. In a more authoritian setting, there is an acknowledged leader, to whom most communications are directed. Total messages for these seminars were recorded, but again were not tabulated for this report. However, the openings are presented in table 10 .

TABLE 10

Daily Staff Seminar (3 to 5 P.M.)
To Whom Opening Topic Addressed (29 Seminars)

	Number of Times	Per Cent
Total Group	25	86.0
School Drop Outs	2	7.0
Administrator	1	3.5
Visitor	1	3.5
Totals	29	100.0

From looking at who opened the seminar and to whom the remark was addressed, it was clear, that the seminar was opened mainly by the non-professionals (72.2%) and that the total group was seen as the place to direct inquiries for discussion and help. In only one instance was an opening topic directed to the project director and as pointed out above, in only two instances did he or another member of the administration open the meeting.

Other questions regarding opening the seminar, such as were there differences by age groupings, sex or ethnic origin or number of times specific persons opened the seminar were also considered. Table 11 presents these data.

TABLE 13

Daily Staff Seminars* (3 to 5 P.M.)
(Predominate Themes)

Category of Themes	Number of Identifiable Themes	Per Cent
Project		
Goals and Philosophy	24	19.9
Children	19	15.9
Visitors	10	8.2
Leadership	7	5.8
Teaching Teams	5	4.1
Racial Feelings in the Community	2	1.6
Totals	67	55.5
Staff		
Roles, problems, values	17	14.2
School Drop Outs	10	8.2
Administration	7	5.8
Certified Teachers	7	5.8
Research	4	3.2
Housewives	4	3.2
High School Students	3	2.5
Outside Project	2	1.6
Totals	54	44.5
Grand Totals	121	100.0

*29 Seminars

Slightly under one half (44.5%) of the identifiable themes evolved about the staff. Matters such as staff roles, alternate ways of looking at one's own behavior, conflicts between individual members, between team members, "like groups," and between staff and the children were brought up for frequent discussion.

When *opening topics* and *predominant themes* of the staff seminar were categorized and grouped by themes and dichotomized into those concerning the *total project* and those more directly relating to the *staff*, some interesting tentative findings appeared.

TABLE 14

Daily Staff Seminar (3 to 5 P.M.)
(Opening and Predominant Themes)

Themes	Opening Themes		Predominant Themes	
	N=37	Per Cent	N=121	Per Cent
Project				
Goals & Philosophy			24	19.9
Children	6	16.2	19	15.9
Visitors	6	16.2	10	8.2
Administration; leadership	3	8.1	7	5.8
Community Relationships	2	5.4		
Ending the Project	4	10.8		
Teaching Teams			5	4.1
Totals	21	56.7	67	55.5
Staff				
Roles, problems, values	10	27.1	17	14.2
Absences	6	16.2		
School Drop Outs			10	8.2
Administrators			7	5.8
Certified Teachers			7	5.8
Research; Research Team			4	3.2
Housewives			4	3.2
High School Students			3	2.5
Relations outside Project			2	1.6
Totals	16	43.3	54	44.5
Grand Totals	37	100.0	121	100.0

Seminars were opened with problems relating to the roles of staff, and to project maintainance most frequently, then moved to both more generalized issues, such as developing a project philosophy and to specific groups (categories) of staff members, apparently assisting them in defining or clarifying their roles. Comparison of opening topics and predominate themes (see table 14) under *project* heading reveals that approximately half of the themes

(47.3%) were directed to working out matters relative to the program, together with another 14.2% under developing *staff roles*. Thus, nearly two-thirds (61.5%) of the themes were directly related to developing and maintaining the project. Of the remaining one-third (38.5%), 8.2% was devoted to themes concerning the intrusion and interaction of visitors to the project and to the seminar (apparently the staff could not easily move off these themes, as for example they could with absences of staff members to the seminar), and the remaining 30.3% of the themes dealt with specific individual staff members and categories of staff (e.g., "drop outs"). It could be reasonably inferred that a great deal of these themes, too, actually assisted individuals in defining and finding a role in a very complex process.

If looking at predominate themes is at all a criteria to evaluate the degree to which the daily staff seminar fulfilled its intended purposes, these data, as preliminary as they are, would suggest that it did.* The transfer over to the classroom is another matter.

How the Staff Talked.

Data were available on the number of persons who talked in the seminar each day.* All persons spoke at one time or another, some considerably more than others. And some who were active at one time became silent members at other times. Looking at one particular meeting, that of June 30th, the third day after school was in session, table 15 lists the number of message units** originated in the seminar by category of staff.

---

*Opening and predominant themes are only one measure of a groups activity. The total amount of energy spent needs also to be studied systematically. One measure was the number of message units sent by each individual and to whom they were directed. This kind of study is rare in the literature of these kinds of group discussions. Interactions for the 29 meetings were recorded but not analyzed for this report. Categorizing the content of the discussions by affective qualities would be still another measure. Stereophonic tape recordings were also taken of the meetings. This data could also be tabulated and analyzed for a more complete study of this kind of staff seminar as a development and learning model, and for education more generally.

TABLE 15

Daily Staff Seminar (3 to 5 P.M.)
(Message Units Originated by Categories of Staff in meeting on June 30, 1965 by half hour intervals)

	1	2	3	4	Total	Per Cent
Administration and Research	11	30	69	19	129	11.5
Certified Teachers	67	94	90	45	296	26.3
College Students	61	51	70	47	229	20.3
School Drop Outs	54	93	52	79	278	24.7
High School Students	37	14	14	4	69	6.1
Parents	6	34	15	70	125	11.1
Totals	236	316	310	264	1126	100.0

This meeting was opened after 5 minutes of silence, by the certified teacher chosen as contributing most to the group (see table 18) objecting to one of the research staff taking notes in the meeting. The researcher had been the trainer in the weekend sensitivity training session the certified teacher had attended. She felt the researcher ought to be participating more in the seminar and that his taking notes limited his contributions and further, was distracting to the group. As the seminar progressed, the predominant themes centered around (1) some of the assistant teachers (mainly drop outs and college students) teaching some of the children how to box, as an alternate to fighting; (2) the role of the research staff in the project and in the seminar; (3) the inner struggles and conflicts between two opposing factions of the drop outs - those who were still exhibiting "delinquent styles" and those who were more nearly identifying with the teaching teams; and, finally, (4) the early evidences of the difficulties of the older staff in understanding the younger members.

---

*This, and other data referred to was collected but not tabulated or analyzed due to the short duration of the project. It is included in a research and training proposal, submitted to the Office of Economic Opportunity on August 18, 1965, "New Careers for Non-Professionals in Education; Development of Conceptualization Skills."

**A message unit was judged to be one complete thought originating from one speaker to another member of the group, or to the group as a whole. See reference (5) for elaboration of methodology.

In looking at the flow of messages, the administrative and research staff combined, participated relatively little (11.5%) and the majority (62.2%) of the discussion originated with the assistant teachers, the drop outs originating the most, followed by the college students. Just under one half (47.9%) of the messages were originated by the older staff members.

TABLE 16

Per Cent of Staff Talking (by category of staff)
in Daily Staff Seminar of June 28, 1965

Category of Staff	Number Present	Number Talking	Per Cent Talking	Message Units Originated	Per Cent Message Units Originated
Administration and Research	7	4	57.1	219	22.0
Certified Teachers	8	8	100.0	185	18.7
College Students	8	8	100.0	216	21.8
School Drop Outs	8	5	62.5	139	14.5
High School Students	8	4	50.0	93	9.3
Parents	8	5	62.5	137	13.7
Totals	47	34		989	100.0

On the previous day, with all staff present, 72.3% of the staff spoke in the group. (see table 16) A total of 989 identifiable messages were originated. (The average for the meetings was believed to be around 1,000). Fewer high school students spoke of any "like group" and as a total group they initiated fewer message units. The administrative and research staff initiated the most, (22.0% of which 41% of this total was by the project administrator) closely followed by the college students and the certified teachers.

Staff Post hoc Predictions.

At various times during the project, the staff was asked on a questionnaire, to estimate the number of persons they felt had spoken in the previously held seminar. Table 17 lists the estimates of the various categories of the staff with 91.5% of the staff responding, to the seminar on June 28, 1965. These data are quite interesting as the perception of most of the staff was quite conservative.

TABLE 17

Staff Estimates as to What Per Cent of Staff
Talked in Seminar on June 28, 1965

Estimates (in per cent)

Per Cent	Adminis-tration & Research	Certified Teachers	College Students	Drop Outs	High School Students	Parents	Totals
0-9							0
10-19		2	1	2	1		6
20-29	2	2	3	5	2	1	15
30-39		2	2		2	4	10
40-49	2			1	1		4
50-59		1	2		1	1	5
60-69		1					1
70-79						1	1*
80-89	1					1	1
90-100							0
Totals	5	8	8	8	7	7	43 replies

*(actual per cent talking 72.3%)

Changing Leadership: Persons Seen as Helpful in the Meetings.

At various intervals during the six weeks of the project, the staff was asked on a questionnaire, "which people in the group seemed most able to deal with the questions and problems raised?" They were asked to name five choices and could include themselves if they wished. Table 18 lists in rank order, the persons named most frequently as first on the questionnaires. One particular certified teacher was named most often, followed by the resident principal. When the data are grouped according to category of staff, nearly one-third (30.1%) of the choices were for the assistant teachers, composed of three college students and one housewife. This is extremely interesting, as nearly two-thirds of the choices given were for people who had had little or no prior experiences in groups, and there were persons in the group who had had, collectively, quite extensive experiences in a variety of groups. These data, however, can be seen only as trends, as only one half (49.8%) of the staff responded to the item.

TABLE 18

Person Seen as Most Able to Deal With Questions
and Problems in Daily Seminar
(cumulative frequencies based on 5 questionnaires)

	Frequencies
Certified Teacher	27
Resident Principal	17
College Student	12
Research Member	11
Consultant (teacher)	11
Research Member	9
Housewife	9
College Student	8
College Student	8
Certified Teacher	7
Total	119*

Rank Order by Category of Staff

	Cumulative Frequencies	Per Cent
Assistant Teachers	37	31.0
Certified Teachers	34	28.6
Research Staff	20	16.9
Administration	17	14.3
Consultant	11	9.2
Total	119*	100.0

*Represents 49.8% of the staff replying.

Developing Norms and Standards.

As the summer progressed, it became apparent that certain standards or expectancies were emerging from the discussions in the daily staff seminar.

As all staff were present each day, this became the time where the greatest variety of feelings and opinions could be obtained. And from the beginning of the seminars, it was maintained that staff members had to make their own decisions following discussions.

From looking at a few "critical incidents" occurring during the course of the project, there appeared to be several areas in which norms or guidelines were established in the seminar. It became an important place to think through administrative issues, staff behavior and definition, problem solving situations involving the children and numerous matters involving values and attitudes.

1. Definition of Project Staff Membership. In a project such as this one with a minimum of given conditions and role prescriptions, there was considerable confusion in the early stages as to expectations in the classrooms. The daily seminar seemed to unify the staff and promote a feeling of being a whole, despite individual difficulties and conflicts among various sub groups. Consequently, persons not actually working on the project staff were seen as not a part of it and the seminar, in the beginning was viewed by many of the staff as theirs exclusively. Many persons visited the project and upon hearing of the daily seminar (usually enthusiastically by staff members) asked to attend. The matter was raised in an early seminar and some strong objections were voiced. The matter was not further pursued.

a. A teenage son and daughter of one of the teachers appeared one day at the seminar and this was not brought up. The teacher later said her children had asked if they might attend, and she had informed them of the previous discussion concerning visitors. If they came, she told her children, they would be on their own and might be asked to leave.

b. A college professor and his research assistant soon visited the project and remained for the seminar. The seminar was opened by a teacher asking them who they were and why they had attended. The professor implied that he had been invited by a member of the change and development team. When this was clarified several members voiced strong objection to the two being there, and they left. This opened up the matter of visitors to the seminar, and while no decision was apparent in the meeting, visitors began to appear. They were often asked for their identity and why they wanted to attend. Visitors appeared in increasing numbers and were apparently increasingly ignored by the group. One day there were eight and no mention was made of their attendance.

c. One visitor became involved in the meeting. A county school official became interested, and attended a seminar in which there had been considerable confusion and intense emotion expressed. He became concerned and involved with the meeting. Attending again the following day, he opened the silence saying that he had become upset the previous day and had not intended to visit the project again.

d. One of the college students asked if he might bring an older child from his classroom to the seminar. He explained that some children had been inquiring what the "grown ups" talked about in their seminar and wondered if it was different from theirs. When the identity of the child was known, two of the housewives became concerned that this particular child might distort matters discussed in the meetings and that their position in the community might be jeopardized. Although there were a good many endorsements of having children attend, the matter was left up to the college student. None of the children attended the staff seminar during the summer, although many outside adults did. The seminar then seemed to be redefined as a place for "adult business."

2. Staff involvement, Discouragement and Blocked Communication. Slightly less than half (44.5%) of the total number of identifiable themes (121 total) of the seminar were categorized around the staff. The daily seminar became a focal point to pool information known to individuals; a common place for discussion.

a. A staff member is sick. During the first week of the project, a school drop out was missing from the seminar. A good deal of information was fed back to indicate that he was physically ill. Some alarm was registered that he had been allowed to be ill all day, waiting for this to be brought up in the seminar. Some believed that he had no means to be attended to for his illness and that it was acute. One teacher got up to leave the seminar to go investigate, another teacher, who knew the family and had had him as a student in school fed into the seminar considerable information about his family, and concluded that the situation was not as critical as the staff had been lead to believe, and that this behavior was typical. She further believed that direct action would not help in the long run, as he had to learn to work out things for himself. To the relief of some members, he was at work the next day, and was somewhat indignant when he had heard some of the discussion about helping him.

b. A staff member resigns. During the first week of school, one teaching team decided to let the children choose the adult with whom they wanted to work. The housewife on the team was not chosen by any of the children. Although she maintained publicly that this didn't matter, and that she could find a role elsewhere in the classroom than working directly with some children, she became discouraged. On Friday she did not come to work and some fed back in the seminar that she was not going to continue in the project. The team she was working with was having considerable conflict among themselves, and this was brought to the total group. The team decided to make changes in the classroom, whereby the housewife member would have some children with whom to work. The housewives as a group went to visit their member over the weekend, as did other members of the team. She returned to work on Monday and opened the seminar with her apologies and gratitude for the action various persons had taken in her behalf.

c. Staff members leave the seminar. Early in the summer, several of the school drop outs played an active role in the daily seminar. Some of their interactions with the children were upsetting to some of the adults and consequently several of the themes of the seminar turned to them. A good deal of criticism was voiced toward them. Some began to withdraw from active discussion, would get a second chair and stretch out as if asleep. Others would be late, or get up, walk out and go sit in a car until it was over. Attempts were made to get them to "conform" and a good deal of "scolding" was noted. A split developed among them as a group, where previously they had been relatively cohesive. Half of the school drop outs began to have success experiences with the children and felt part of the teaching team. The others seemed to feel alienated from the other staff, and were often criticized over their relations with the children as not being concerned with more "academic" approaches, being negligent or merely having a good time. Some of the adult members thought they were careless in regard to the safety of the children. An example of dialogue from the staff seminar during the first week reveals some of the early dissension among the school drop outs and with other members of the staff.

SHARON (drop out) *"And the reason this 'thing' was brought on was that we have been talking among ourselves. I don't feel..."*

ROSE (drop out) *"Among yourselves! What about the rest of this group?"*

SHARON: *"Because I feel these things are completely... I don't feel..."*

ROSE: *"Maybe what you're feelin' is wrong and you don't want to be corrected. Is that it?"*

SHARON: *"That could be it exactly!"*

ROSE: *"Well you'll never know unless you learn to speak out! And you're afraid to speak out."*

SHARON: *"Yes."*

ROSE: *"Well, why don't you just walk out then?"*

ALICE (housewife, who previously was going to resign, asks Sharon): *"Maybe you have different feelings than the rest of us. Maybe it would help us if you told us what they were."*

SHARON: *"Yes! I've been sitting here in all these meetings without saying anything."*

ALICE: *"Why?"*

SHARON: *"The way you guys are acting. Today I'm tired and I want to go to sleep. What's happening here doesn't interest me. I mean I have my own feelings toward (the project administrator) but I don't just feel like talking about it. That's all."*

ALICE: *"Don't you think she's worth it?"*

SHARON: *"Yeh. I think she's worth it, yeh, I do. But I guess I think there are other people in here that just... they don't talk and..."*

ALICE: *"And that's why you're here. ...we're not made out of the same mold - you have different feelings than I do..."*

SHARON: *"I don't want to get into a 'thing' and if I open my mouth in here I get into a 'thing' and I refuse to get into a 'thing.'"*

DR. HARTLEY: *"What do you mean by a 'thing?' I don't..."*

SHARON: *"Some kind of a 'big deal.'"*

DR. HARTLEY: *"You mean some kind of an argument?"*

SHARON: *"Yeh."*

JOHN (College student): *"How did you feel when Pete* (another school drop out) *left?"* (Pete walked out of the seminar earlier)

SHARON: *"I didn't see him leave."*

JOHN: *"I saw him leave. Did you feel that..."*

SHARON: *"I didn't see him leave. I didn't know he left 'till just now. I don't know why he left."*

ALICE: *"Don't you think we're worth talking to?"*

BETTY (High School Student): *"She's talked in other discussions and I think it's very reasonable that she just doesn't feel like talking. I can understand it!"*

JOHN: *"Lot of people aren't saying things but they are listening. They aren't saying their feelings and whether they are listening or not they are trying to put on an act that they weren't but by their actions, hanging over the chair and that sort of thing, they are trying to tell us, whether it's true or not, that they don't want to listen to what is going on, but they are here. They were trying to take themselves out of the group. At least that's the way I felt it."*

MICHAEL (Certified teacher): *"I don't think they are trying to take themselves out of the group."*

DICK (College student): *"Let* them *talk."*

SLUG (School drop out): *"I feel this way. If I want to take myself out of the group, I'll get up and walk out. But I figure this one general subject was boring to me just about the same ole thing 'round an' 'round and never draw a conclusion. And that's just a waste of time."*

SHARON: *"At first it seemed it was important but then it started getting so, so. You know?"*

MICHAEL: *"I think you guys are expecting the group to come to your conclusions. I don't think this happens for individuals. Individuals make their own conclusions."*

SLUG: *"I don't see the group draw no conclusions yesterday."*

ALICE: *"Maybe you have the answer. Maybe that's why you're bored. Maybe you knew what the answer should be and..."*

SLUG (returns to opening topic of previous day's seminar): *"She took the pop bottles away from the kids because she was afraid they would fall and break the bottles. If everybody thought that was some value, then why did they drag it on and on? ...but I didn't draw no conclusion..."*

DR. HARTLEY: *"Do you see yourself as having problems with youngsters you work with in somewhat the same kind of way we are talking about (the project administrator) having done it?"*

SLUG: *"I have some problems but I'll work them out myself. I'll try to talk it over with the group then."*

d. A staff member doesn't attend the last seminar. As the summer was ending there were strong feelings of separation among the staff and with the children. Many of the staff saw the seminar as a focal point and voiced their concern that it remain intact the last week of school. Plans were made for a beach party on the last day of school for staff and the older children. One teacher openly objected to those who wanted the seminar to meet the last day and referred to the group as a "religion." The beach party was held Most of the staff went. Some of the children objected to their groups being cancelled - a staff decision. The teacher did not come to the seminar, but entered during the last ten minutes.

3. Administration and Related Issues. It was planned that the majority of the administrative policies and day to day operational needs could be thought through in the daily seminar, when all the staff were present.

a. Requests for the Project Director to take action. There were numerous requests for the project director to make clear cut and final decisions during the project. These ranged from curriculum materials and content of teaching, to methods and staff matters. When the school drop outs walked out of the seminar or failed to attend, some of the other staff requested that the project director cut their pay, maintaining that they were being paid for a full day's work, the seminar being part of it. The project director stated firmly that he would not do this and that this was a matter that the group would have to work out. When the over-concern of the image of the project was voiced by a few, it was the view of the project director, that this was the concern of all the staff and not just the administration. This incident, early in the history of the project, firmly established the position of the project director and put real power into the total staff.

b. Unilateral decisions. Although it was maintained that the seminar was not a decision-making one, general consensus was reached on a number of important issues. The first seminar after the children arrived at school, was concerned with the project administrator (an elementary school principal with a considerable amount of experience) directly interceding in a situation involving setting limits for the children, (taking pop bottles from them) rather than allowing the staff and the children to work them out. Concern over the "safety" of the children and protection of the image of the project were primary rationalizations for the intervention, which was generally agreed to have violated fundamental principles of the project.

Painful as it was to some, the incident provided a rich learning experience for the entire staff and helped them think through several aspects of the project. The administrator had assumed a traditional stance in taking on responsibility for setting limits for the children, emphasizing their safety and the protection of the image of the project. This then left the rest of the staff with less responsibility and fewer opportunities for involvement. If the matter of the safety of the children was a real one, there were six parents and two grandmothers among the non-professional staff who had reared a good number of children. Were they to be seen as not concerned with safety and not having responsibility? In the seminar over half of the staff were members of the community who might be looked at more closely than the "outsiders" for final evaluation of the project. Further, it did reveal more clearly, the lack of concern and involvement on the part of some of the staff. And finally, for the first time, it clearly demonstrated that there were few final, definite administrative fiats to come in the project - this meant that each member of the staff had to think through situations and make many of their own decisions. The situation also demonstrated the resourcefulness and usefulness of the seminar.

4. Problem Solving Situations with the Children. There were numerous situations brought to the seminar involving relations of the staff with the children. Overt concern was with the behavior of the children.

a. Fighting. On the first day of school, children became involved in several fights. There was no "office" to send them to as in the regular school. Some of the school drop outs (males) and two college students got boxing gloves and had children fight out their aggressions as a sport. This was brought to the seminar, as some children were being hurt and many of the staff objected. There was discussion about boxing as a sport (and the expertise involved) and as a means of acting out aggressions. One of the female school drop outs' father had been a professional boxer and it was requested that she teach some of the art and rules of boxing. She refused, maintaining that she was not well enough qualified and that she was learning other ways to work out feelings - namely, in the group meetings. The boxing and much of the fighting ceased and was brought into the group discussions.

b. "Tasting Forbidden Fruit." Near the school was an irrigation ditch with water. The area had been previously out of bounds for the children. Now in small groups, they began catching frogs, getting wet and muddy and some staff continued to forbid their children to go to the ditch. The confusion and staff conflict was put to use by some of the children and the matter became a growing one, with larger and larger numbers defying the staff. The problem was turned into a learning situation when some of the older boys staged a frog dissection as a scientific demonstration for the whole school. The matter was ended.

c. Trash Accumulates. One of the regular school custodians attended a seminar and voiced his concern about the philosophy of the project. He felt that there was disregard for school property, not enough emphasis on good manners for the children or enough control. He focused his remarks on discarded popsicle wrappers on the school grounds. Some of his own children were in attendance and his daughter was on the staff. The group used his objections to re-evaluate their own stand on discipline and controls. Some became more authoritarian, others picked up the wrappers themselves in order for the children to continue to learn.

d. And More "Forbidden Fruit." Near the school grounds were several acres of cantelope. As the summer progressed and the fruit began to ripen, some children began to take melons. The owner, not realizing the consequences, offered a few. This was misinterpreted to mean that children might help themselves. Some of the staff apparently agreed. Scores of melons, many still green, appeared on the school grounds and the children began taking them home on buses. The matter was brought to the staff seminar. Some of the adults were angry and voiced their need to use repressive means to stop the action. The confusion of adult sanction with some of the children was brought out and the melons disappeared.

Summary.

The seminars were largely centered about here and now matters concerning relationships between staff, between the staff and the children, between the children, and between the staff and the community in which the school was located. They were unstructured in the sense that there were no formal agendas and decisions were not expected to be made. Rather, open communication and free discussion was encouraged. The seminar was a focal point in which the entire staff met daily for two hours in face to face communication and concentrated on analyzing matters of concern within the project.

It also served as an educational means of discovering new approaches to matters arising within the classroom resulting from the nature of the project and persons involved.

Third, it helped increase communication among the staff and improved interpersonal relations between (a) individual members, (b) within the eight teaching teams, and (c) among members of the "like groups," e.g., the school drop outs, the teachers, etc.

It seemed to serve an additional purpose, not originally intended, that of social control. It became a model and a "reference point" for other activities in the project, for example, the social behavior of staff members occurring outside the project.

This seminar was seen then by many members of the project as a focal point, as it seemed to hold the project together especially at times when there was considerable tension between individual members and large segments of the staff. It was looked forward to by many and some came early each day sitting in the cafeteria in the circle in anticipation of the meeting. For a few it was seen as frightening at times and too controling; like a "religion," as one member described it. For others, it was seen as a refuge and as a "sacred" place where people could receive help which was defined as understanding, guidance, comfort and acceptance when one was in need.

Facilitating open communication frequently compounds interpersonal difficulties especially in bureaucratic structures where there are limited means to handle them. The seminar served as an auxiliary administrative device to enable all the staff members to think through complex situations and then to individually arrive at solutions most compatible with the goals of the project. Through daily discussion of interpersonal situations occurring in the operation of the project, administrative resources were adapted to meet the changing needs of the project. Considerable learning from this continual, daily process took place. Some norms and standards were developed in the seminar, and all staff were currently informed and involved in important policy making.

Finally, leadership was established and practiced in the seminar, as a model for the classrooms. Leadership in the seminar took many different forms ranging from more subtle and covert means to directive "commands" at times by various staff members. Leadership positions varied among the staff as Tannenbaum has stated:

> ...the leader role is one which is rarely taken continuously by one individual, even under specific conditions with the same person. Instead, it is one that is taken at one time or another by each individual. (6)

CHAPTER VIII.

OLDER CHILDREN TEACHING YOUNGERS: EXTENSIVE USE OF "CROSS-AGE RELATIONSHIPS"

Pre-studies
The Project
Seminars for the Olders

3

OLDER CHILDREN TEACHING YOUNGERS: EXTENSIVE USE OF "CROSS-AGE RELATIONSHIPS"

Older children passing onto younger children the short cuts which they have learned or have been taught is one of the oldest forms of transmitting knowledge. In large families older children look out for the younger children and teach them certain ways of becoming more independent.

> From a very early age most children are involved with siblings who are older, or younger, or both. And in the pre-school neighborhood life there are usually a variety of significant cross-age relationships. Even casual observations suggest that cross-age interaction is probably a potent learning experience for children of all ages. For instance, a child observes how older children cope with adults, what the older ones are able to do, or what they are permitted to do, and how younger children seem to get more of the nurturance and attention, he learns to cope with, or avoid, the greatest strength and sophistication of older children, to exploit the younger ones, and to avoid the sanctions of adults for mistreating children weaker than himself. He learns that his age-graded legitimate associations are supposed to be regarded as his equals. He develops his conceptions and expectations about what different levels of grown-upness are like, and what they mean in terms of privilege, responsibility and skills. (7)

In the history of education, the rural one room school where one teacher taught all grades, made use of the older children helping the younger ones. The development of education is still so recent that there are many active teachers who began their careers as teachers upon graduation from high school teaching children and young people with whom they had recently been peers. In colleges and universities, there is a long tradition of the use of teaching assistants, laboratory assistants, readers, etc., both to relieve the professor and to allow young people the experience of teaching.

Among middle-class children, a favorite pastime is playing school and children devote many hours toward reinacting experiences conveyed to them in their classrooms. This play has been fostered by popular radio and television programs actually giving children ideas and paraphernalia to mimic their school experiences.

By limiting teaching experiences to educators and classrooms potentially valuable learning situations are disregarded or taken lightly in the education and maturing process of children and young adults and in the ever important area of re-educating adults. Systematic use of cross-age relationships in the Peace Corps, is perhaps one reason for its popularity among young people, They feel they have a purpose and are doing something worthwhile. Young people have natural abilities to communicate easily with others who are culturally and socially different from themselves.

> In our society today, the major responsibility for helping children to acquire the skills, attitudes and values necessary to function successfully as adults has been placed in the hands of parents and educators. This model of few adults and teachers working with and being responsible for such a complex learning program present serious difficulties. There are several limits to the amount of individualized attention the learner can receive. The major weight of all learning transactions is placed on the relationship between an adult and a large group of youngsters.
>
> We may not be making the best use of one potential resource which our youth possess. (8)

We felt the project offered a unique opportunity to try cross-age relationships in teaching at several age levels in the school. With support and help from adults, some children presumably would be able to get closer to younger children, both in terms of passing on content material over which they had recently gained competancy, and in the socialization process. Ideas for use of systematic cross-age relationships came largely from the experiences of the Lippitts in their Ypsilanti-Monroe cross-age project. Mrs. Lippitt served as a consultant to the project.

OLDER CHILDREN TEACHING YOUNGERS: EXTENSIVE USE OF "CROSS-AGE RELATIONSHIPS"

> It has been our experience that children, with proper training and support from adults, are able to function effectively in the roles of helpers and teachers of younger children. They find this type of experience meaningful, productive, and a source of much learning. (3)

Separately, Odgers, (9) formerly a hospital corpsman in the U.S. Navy, had gained considerable experience working with emotionally disturbed service men. Following his military service experiences, Odgers obtained a teaching credential, and experiemented with cross-age teaching in his sixth grade at a Hunter's Point Elementary School in San Francisco. For the past year, he turned over his desk to the children, did no direct teaching, but worked mainly with the "olders" helping them develop teaching skills for working with the "youngers."

Pre-studies.

During the month of May the two parolee members of the Change and Development Team spent full time at the project school getting acquainted with the children and the neighborhood. It was important to test out the idea of cross-age teaching to see whether or not the children of the project area might accept cross-age teaching. The teachers of the first and fifth grade had been hired for the summer project. Their classes chosen for experimentation. Mrs. Lippitt had cautioned us earlier to keep as many years distance between the children as possible as it would give both levels greater encouragement and more to teach and learn with. The two parolees each began a study of a group composed of six fifth grade children, selected by the certified teacher as children he thought would both want to come to summer school and who might have some skills in teaching younger children. The two parolees met with their study groups approximately thirty minutes a day, talking about the summer project. They began talking about the possibilities of teaching first grade children and discussed ideas of how they might go about teaching, that is, the physical conditions most conducive and ways of teaching as well as what the children needed help with.

The twelve fifth grade children in the two study groups became excited over the prospects in a very short time. Arrangements were made with the first grade teacher for each of the children to help out a child in the first grade, who needed help with one of the fundamentals, such as reading, spelling, arithmetic, etc. The younger children seemed to accept the idea almost immediately and at a designated time the fifth graders would go to the first grade, each taking their child by the hand to a place of study.

School grounds were extremely limited and the children seemed to like to work best in the cafeteria as it was large and they could get off in the corners and across tables with their youngers. They could also sit outside and find places behind buildings, etc., where they could have some quiet and privacy. The two parolees made themselves available and observed the teaching sessions noting things to bring out in the post-teaching seminar with the olders. The first grade teacher would help the olders by giving them ideas on what the youngers needed help with.

In the beginning the olders mimicked the teachers, selecting teaching aids, such as text books, flashcards, etc., and would consult with the parolees and the teacher for help. Most of all they thought up homework for the children and would begin their teaching session by going over the homework. There were naturally problems in the early stages in that some of the olders gave homework that was too difficult for the youngers, and some of the youngers became frustrated and would have older brothers or sisters or their parents do their homework for them. As the community was a closely knit one, this information was soon fedback into the teaching seminar. The olders expressed their frustration at this and after having scolded the youngers would then begin to take a look at their own teaching methods. At one point, one of the fifth graders, who was especially consciencious and involved, asked the principal if there was a training film for "grown up teachers" on ways to teach that they could possibly get to see so they could improve their teaching of the younger children. On days when olders were absent other olders would automatically take on two or three youngers and help out.

The olders would walk the first graders back to their room hand in hand at the end of the teaching session, talking all the way, being sure they knew what was required of them the following day. They would then return to the old barricks, which the parolees were using as temporary headquarters, and hold a post group seminar. Frequently the two study groups met together as they found they had common problems with the younger children.

The following are some of the comments by the parolees in their early experiences with fifth graders teaching first graders:

> John is a first grader taught by Jim a fifth grader. At first John showed very slow improvement and was being forced to do everything by Jim. Jim had to make him sit down, sit still and force him to do things. Slowly John started learning as Jim became more aware of his different learning style. As they progressed, John showed rather remarkable progress and seemed to want even more outside work to do. The first grade certified teacher reported that in a few weeks he had moved from the bottom of his class in reading to the upper third. Perhaps the main thing is that someone showed a little interest in John and this was something nobody had ever done before. He had been observed taking his book back to class and reading all the way from the cafeteria, something which he never did before. His whole attitude toward learning has notably changed and wants to get down to business immediately when the teaching begins. He has recently asked if he could become a teacher and is asking if he could have a kindergartener to work with everyday as Jim works with him.

Bill is the most task orientated teacher of the twelve. During a twenty minute teaching session he is very much "on edge" and is serious toward learning. He is the most consistent of all the fifth grade olders. Daily he gets down to work and shows a strong interest in teaching, although in the teaching seminar afterwards he often shows dissatisfaction toward his teaching methods. I believe this is because he is a little threatened because of Lucy, his first grader. She is very strong, very aggressive and a very fast learner. She puts great demands on him and is very willing. He is beginning to look at her attitudes now rather than just teaching. This is causing a great change in him.

Mary is very impatient. She is impatient with anyone that she works with. She is an expecially bright child and is having difficulties with the first grader that she is working with. It has been difficult for her to find a role for herself because the first grader doesn't want to settle down and doesn't seem interested in learning. Robin is very consistent, always tried hard and gets to work even though teaching doesn't go well as it could. In only two weeks she has shown considerable improvement in herself by learning to be more patient with her student. She is interacting better with adults and with me as she now has questions about her child that she needs help with. She is also having serious problems in her home life that are interfering with school.

Paul was the least interested of all in teaching. He just didn't seem to be able to settle down and be serious. At times he tried but he needs continual pressure to keep working. In the past few days he seems to be working with less pressure and showing more interest. His younger is now working with a kindergartener and it seems that Paul is able to take on a new role in helping the first grader with problems with his kindergartener. He seems very enthusiastic about this and his motivation has changed quite considerably in a few days.

Sally is extremely dependable and is an excellent teacher. She is working with two children. She has her lesson well thought out ahead of time and immediately goes to work with her two children. She is very quiet, dependable and sturdy in teaching relationships. At first she was very slow until she seemed to have caught on and seems to be spending a great deal of work outside the class. She has great trouble in the seminar with her own peers. She is loud, and hard to get along with. But her success in teaching seems to give her something very important and she is now able to look at some of her own behavior in the seminars. She has made one of the biggest changes of any in the study group.

Lucy is the strongest of all the first graders. She is most serious about school work but she is very shy and never interacts with strangers. She has taken to having an older teacher extremely well and last Friday I took her down to the kindergarten as she wanted to work with a younger child. She has two different learning styles.

On one hand she likes to be shown how to do things and on the other hand she wants to do things on her own. She is a very active learner and seems to want continually to have things to do.

In the project proposal we were originally cautious about cross-age teaching but these experiences enabled us to see that we had been unduly so. Some of the certified teachers and the assistant teachers not having experience of the two parolees and being somewhat less optimistic about children teaching other children tended to have doubts about the whole idea.

The week prior to the arrival of the children, Mrs. Lippitt visited the project for two days as consultant. The first day, some of the first and fifth graders the two parolees had been working with were brought in for a teaching session which she observed and held a seminar following it. Using this as a point of departure she opened her seminar discussing the strain on the average certified teacher working with a large group of children. She talked about the guilt that the average teacher feels when she cannot meet the needs of the children when she had large classes and secondly, how difficult it is to cope with an administrator who would not approve or understand the guilt. Mrs. Lippitt posed the question: if the teacher admits her guilt of not being able to handle the need, will her administrator understand? She pointed out that for teachers academic work comes easy or they wouldn't have gotten where they are and thus it is harder for teachers to understand children's discouragement and non-ease in working with academic work. She cited her observations of parolees, one who had been a high school drop out, obviously had experienced difficulties in academic work and that this made it easier for him to work with the children and sympathize with the children who were having difficulty with it too. When the parolee stressed the importance of achievement, it meant much more to the children than coming from the teacher.

In one seminar, Mrs. Lippitt commented about the "physical communion" of the two children working together in the teaching relationship and also with the two parolees and how important this was. She continued that everyone needed encouragement and "success" as well as stating that their purpose in belonging to a specific group or "cause" that is bigger did well and feeding this back to them in their seminars to make the child really feel important. She used the phrase of saying to the child "that's great!" Hopefully the older children would do this well in working with the youngers. At a point when learning was to take a new direction she would offer suggestions like "How could you do such and such so that your student could feel terribly important?" This in turn would make the older feel important in working with the younger because he had now moved into a new role. She made a great point of presuming that behavior existed with a little child, "How would you make those children not be frightened?" rather than saying, "How many of you were scared when you were little children?" One of the most important aspects of olders teaching youngers is the feeling of confidence they develop through helping and being admired.

> This is particularly important to the child who feels inadequate within his own age group. It gives him a chance to see himself as successful in relation to those not so adequate as he, and a feeling of being needed by youngers. (10)

The Project.

We originally planned to have six children from each grade teaching children in another grade who most needed the help under the direction of a certified teacher or an assistant teacher. As there were still ambivalences and unresolved conflicts about cross-age teaching a few days before the children arrived we decided to make cross-age teaching optional at all grades but urged that the staff experiment with it. Therefore, it was left to the teaching teams to decide whether or not they wanted to experiment with it.

Interestingly, all teaching teams tried cross-age teaching although the success and enthusiasm varied a good deal. It was left informally to the certified teachers and assistant teachers to work out the manner in which it was carried out. Some children were left to work with another child in whatever area was needed and others were given considerable aid by the teachers and assistant teachers as to what the child's needs were. In general the concept of children teaching other children was well accepted by the children and by most of the staff by the end of the project. Some rather impressive ways of understanding children by children in their teaching by interests and needs became quite apparent.

One high school student teaching nine, eleven year old children gave the following account:

> Linda was perhaps the most effective cross-age teacher in our classroom. However, she was not very effective with her students when she first started teaching. Her student, Jeanne, was very disinterested in her school work, she refused to read, work on her arithmetic, or do just about anything constructive. The only thing that she really liked to do was to color and to do art work. Linda tried teaching her by using the coloring that she enjoyed doing so much. This method proved very successful. Linda allowed Jeanne to assist in making her own flash cards for the alphabet, numerals, and difficult words. Jeanne cut the flash cards in many different shapes and printed the needed information on them in many different colors. Soon, Jeanne was reading and doing her arithmetic in very colorful books, some of which she helped create herself. Linda also brought play money to school to help Jeanne learn to count better. Linda effectively made a game out of this activity and it was a lot of fun for Jeanne.

A very subtle kind of role playing by this same ten year old child in working with her younger was really quite creative and very resourseful. Again recounted by the high school assistant teacher:

> *I feel that the most effective method that Linda used was allowing Jeanne to become the teacher and she became Jeanne's pupil. Jeanne's response to this was very encouraging. Linda would purposefully make mistakes when Jeanne was using the word flash cards with her. In this way Jeanne would have to correct her and tell her the right answers, proving that Jeanne knew the correct answers as well. It had become very monotionous for Linda to continually quiz Jeanne on the flash cards. However, this way Jeanne could feel very proud and useful, while helping her learn.*
>
> *The most important technique that Linda used with Jeanne was to present her with her own problems and let Jeanne try to cope with them. Again and again, I noticed Linda ask Jeanne if she could play with crayons or draw or go outside and play. Each time that Linda would do this Jeanne would look somewhat annoyed but she would always think of something better and more constructive for Linda to do. Later I noticed that Jeanne was less inclined to ask Linda to let her color so much. After suffering the same problem herself, she finally realized Linda's problem and tried to help her with it. Jeanne is really an intelligent and perceptive little girl and I feel that both she and Linda benefited greatly from the cross-age teaching program in our classroom.*

Some of the children did not take to teaching very well and became discouraged at their efforts. Some could not get the children to sit still and listen and they would hit them or pinch them to try to control them. They did experience many of the frustrations that teachers go through in the classroom in getting the attention and motivation of the children. One ten year old, who was quite a slow learner was given a seven year old and it became apparent after a few weeks that he was withholding information from his younger. He later said he became upset because the younger knew more than he did and so he was trying to increase the distance by withholding knowledge.

Seminars for the Olders.

We found, as in the Ypsilanti-Monroe project, that frequent, scheduled seminars with the older children are extremely important in order to give them support, and help them with human relations training as well as help them plan content and ways of teaching. They experience some of the same difficulties in working with children that adults do, and often resort to some of the same methods of dealing with difficult interpersonal relations. The following account taken from a tape recording of a seminar of 10 and 11 year old children discussing a particularly trying session with 6 and 7 year old children is illustrative of the help the olders need. John, who volunteered to substitute for another older who was absent reveals some of his frustrations in working with his regular student, Bill. John himself was an extremely active child, who was observed in the regular school year to be a behavior problem in his regular classroom, not being able to sit still or listen to the teacher.

> *Bill cheats. Well. today the teacher's in there and he's in there workin' and everytime I turned around to go help somebody, when somebody else wanted me to help them, well, Bill would just run and play around an' everythin'. An' so then I asked him real kindly if he'll sit down an' do work a little bit and he kept on hollarin'. I never had trouble like this before an' he kept on hollarin'. I gave him five pages of arithmetic an' so he done it an' then when I leave he goes and tells somebody else that he can go through the pages and then do anything he wants to or feels like doin'.*

The older reveals his concern for the child and his need for assistance in coping with him, as well as his concern for his own image as a "teacher" in the eyes of the other olders and the youngers. This is especially significant, as John, only a few weeks previously was felt to be quite irresponsible and was the cause of a great deal of class problems in the regular school year.

John, continues in the same seminar, revealing his frustration in not knowing how to cope with Bill's behavior:

> *I tried this mornin'. I got him and spanked him. And then after I got through spankin' him he, settled down, but then in a little while he got back up an' started hollarin' again an' wanted to talk to somebody else. I left him alone. Well, he was real good after I gave him that little spankin' - he settled down then. If he keeps actin' up like that I keep tellin' him 'I'm goin' to tell your teacher'. He say, 'Please don't tell my teacher'. So, I tell him, 'You either gonna act right or I'm gonna tell your teacher'. An' so he say, 'okay'.*

Continuing in the same seminar, John began to question what he had done and how he might better understand and work with Bill. After he had worked out some ways to cope with this behavior, he began to get interested and concerned about Bill's abilities and how he could best work with him. Further, new to John, he admitted he needed help and was not totally up to the situation, a new position for John, who formerly showed little awareness of any inadequacy:

> *I decided I should work with him more than I do right now. Instead of helpin' everybody else, I'm gonna work with him a lot now, instead of the other kids. When he started readin', he can't pronounce the words. So what do you think I should do?*
>
> *Joe: Give him a couple of swats and he'll pronounce his words!*
>
> *No, I don't think that would do any good. I think if I can get somebody to help me to work with him, he'll probably be a little better. I think if someone a little older could help me with him, like Claudette, she's smart, she's higher in her grades and everythin', so I think I should get her to help me with this little boy. What do you say, Claudette?*
>
> *Claudette: It's alright with me.*

One difficulty in the cross-age teaching was the lack of followup in the seminars with the older children as well as the youngers. Some of the assistant teachers made themselves available during the teaching sessions, took notes and then held seminars with the olders, afterward helping them with teaching methods and encouraging them. Others seemed threatened and disinterested and avoided systematic daily meetings with their children who were teaching or being taught. A few of the assistant teachers who had children being taught by others met each day so they could discuss ways of helping the olders and youngers work together.

We felt that a great deal of strength would have been added to the cross-age teaching, had the youngers met regularly with the assistant teachers or the teacher in the classroom to get them to recall what they had learned from the teaching sessions and to set up expectations from the next day or the next week. The use of setting up short-term expectations by both youngers and olders, and followed by systematic review of the accomplishments was not picked up systematically in the project. This would have given strength and interest to the seminars with the children, as they could have made predictions, then looked over the actual progress. Much of their seminars could have centered on looking into the rationale for the discrepancies and then with this knowledge, they could set new expectancies.

Considerable attention needs to be given to (1) training of certified teachers in relation to their attitudes toward letting children teach other children and how to be helpful, (2) working intensively with non-professionals and helping them to encourage the children rather than criticize them when they make mistakes, (3) devoting time to training all staff in holding regular systematic followup meetings with both the olders and the youngers to get them to review what they have done and better conceptualize what happens in the teaching-learning transaction. They need help to make more systematic "expected-to-observed" plans for the following day. A few groups tried, successfully, a weekly meeting on Friday with their children to get them to review what they felt they had taught and what they thought they had learned for the week and then helped them to set up expectancies for the following week.

There seems to be little doubt that an entire classroom of older children can work with another classroom of younger children if the certified teachers and the non-professionals work closely together and think through the process carefully. Teaching sessions for children, in our experience should be short. In this project they were limited to 15 to 30 minutes and it was found that a great deal of learning can occur in this amount of time. Children also need to have "corners" or places where they can take their child and be relatively alone and quiet. The noise and confusion of a classroom is not conducive to individual study and the children seem to sense this almost automatically as they begin to teach. They especially enjoy working out on the lawn and out of doors. As the project moved on they were more resourceful and began looking toward other ways of teaching than those traditionally imposed upon them in the classrooms such as books, workbooks, etc. They began with these, almost mimicking their former experiences in the classroom, and then moved to more imaginitive methods, bringing things from home and looking for what would most interest their youngster. Content learning as well as socialization processes can be extremely effective with the systematic use of cross-age relationships.

Most all of the older children teaching the youngers need to be given constant encouragement and what Peggy Lippitt has called "at-the-elbow" help or support during their teaching sessions when things seem to go wrong. They needed to work with an adult after the teaching sessions so they could better understand what happened and think of new ways to work with their younger. The

Lippitt's have prepared a series of training memorandums and two excellant papers which deal with these procedures in more detail. (11)

CHAPTER IX.

GROUP DISCUSSIONS IN THE CLASSROOMS

Observations on Discussion Groups
Comments
How the Meetings Could Have Been Improved
Immediate Functions
Implications

GROUP DISCUSSIONS IN THE CLASSROOMS

One of the more fundamental principles of educational practice is the importance of relating curriculum to the nature and interests of children. Studies have shown that disadvantaged children have unique problems of adapting to a school environment. In our early observations at the project school, we noted the restlessness of the children, their apparent short attention spans and the great amount of physical contacts with each other, often beginning in play and ending in fights. Many younger children were afraid of the older children, especially the more aggressive girls. We proposed to find out if the children were given daily opportunities to talk about their interpersonal relationships, with peers, other children, and adults, whether some of their restlessness could be mobilized into learning activities. Or, to what degree might it cease? And how could they increasingly share in daily decision-making and learn to seek alternatives rather than be guided by right-wrong dichotomies ultimately reinforcing their discouragement and powerless self-image?

Looking at studies of older physically active youth, it seemed that it should not only be feasible to try total classroom discussion meetings, but that they could enhance the learning process. In designing the project, we were encouraged by pilot studies of three elementary teachers. In the fall of 1963, two elementary school teachers in the San Francisco bay area began daily discussion groups with their children (first and sixth grades) in public schools, mainly composed of economically disadvantaged children. Both had worked extensively in therapeutic community psychiatric units in the U.S. Navy, and were involved in establishing themselves in new careers.

Miss Helen Fannon, a psychiatric nurse had retired from the Navy and returned to school to obtain a teaching credential.

Mr. Rodney Odgers, a neuropsychiatric technician, who became a teacher, became interested and skilled in working with seriously disturbed patients in groups. Both Miss Fannon and Odgers demonstrated the feasibility of experienced people working with very young children in discussion groups.

Encouraged by an amount of these experiences, another certified teacher, Mary Beem, taking a University Extension course entitled, "The Therapeutic Community," on the Riverside campus, began a daily discussion group in the fall of 1964 in the 4th grade of an elementary school in San Bernardino. She had many economically disadvantaged children in her class. William Knitter, a college student also taking the same class, helped her begin the meetings. Miss Beem reported results similar to the other two teachers and became enthusiastic over the interest and maturity of the children in handling complex interpersonal relations in the meetings. Mary Beem recounts her beginnings of group discussions and comments on her impressions of the children:

> *The meetings were "structured," as an attempt to help the children understand the meaning of "community" - "A group of people living together under the same laws." We orgznized our classroom as an attempt to see the effect of our attitudes and behavior on each other. The group would confront its members with information or feedback observed or heard, and hold this up as a mirror for the individual to see himself. The one extended help was then free to decide whether or not he wanted to make any changes. The children were encouraged to relate to one another freely and to "reach out" and help one another solve their own problems.*
>
> *Children are skilled at working through the defenses each other set up, as signals to try and satisfy the real needs in their lives. For example, over-aggressiveness can be seen as a defense for the real problems of inadequacy. It was hoped to develop the character qualities of humility, honesty and sincerity by offering opportunities to explore opinions and discuss problems.*

From the apparent success and enthusiasm of these three elementary school teachers, in three different schools, all working with economically disadvantaged children, grades one, four and six, we were eager to introduce daily discussion groups in all the classrooms, including the pre-school and kindergarten. The classroom size in the project was limited to 24, although all the three pilot studies reported above were in larger classrooms - all with over 30 children.

The two parolee members of the Change and Development Team, who had been participants in a therapeutic community and had had some training in group discussions, spent a month at the project school and experimented with ways to begin such meetings. They held informal daily meetings with first and fifth graders, at first oriented around their cross-age teaching experiences. The meetings soon included peer interpersonal difficulties, and within a short time, the children were bringing in a wide variety of personal behavior, including things happening at home and in the community. From these experiences, it seemed feasible to have discussion groups at all levels.

There was not sufficient time for extensive training in group discussion procedures prior to beginning the project. However, we felt that through the participation of the total staff in a variety of orientation groups (e.g. the weekly "like meetings," the weekend sensitivity training group and the daily total staff seminar) they would become reasonably familiar with the process that further on-the-job training would assist them in developing some fundamental skills.

Mrs. Anita Gamson, a mental health counselor from Bethesda, Maryland, and former housewife who had an extensive training in human relations as part of Margaret Rioch's study (see Chapter 21), spent four days with the staff at the beginning of the project, offering "at-the-elbow" assistance in the classrooms and held total staff seminars on group processes. Mary Beem was hired as a consultant and spent regular time with the teaching teams, sitting in on the group meetings and offering on-the-spot assistance. She brought along tape recordings of her own work for the staff to help them develop a "model" of group interaction. In addition, four of her fourth graders visited the meetings and offered assistance to the children and staff. Meetings on group discussion procedures were held during the lunch hour for those who wanted more assistance. Each of the teaching teams, except one, had at least one member who had some familiarity with discussion groups, although their experiences varied.

TABLE 18A

MEMBERS OF TEACHING TEAMS WITH EXPERIENCES IN GROUP DISCUSSIONS

Team	Team Member
Pre-School	College student
Kindergarten	College student
3	College student; Certified teacher
4	College student
5	College student; High school student
6	Certified teacher; College student
7	None
8	Certified teacher; College student

Initially, all but three of the certified teachers were somewhat at a disadvantage, not having had training or prior experience in groups, and having a non-professional team member who had. Seven of the eight college students had been actively involved in groups and felt comfortable with them.

Observations on Discussion Groups.

Discussion groups were held in all eight classrooms. They varied in length (from approximately 15 to 30 minutes) and time of day. Most met just after the 15 minute recess break for the reason that after physical activity and contact with other children it seemed easier for the children to concentrate as a total class, and discuss their experiences.

Even very young children were able to meet in groups of 24 and discuss their perceptions of interpersonal relations. At the beginning of the summer school the pre-school group met in two groups to help the children learn to sit still, listen and be able to focus on topics. After a week they were able to combine them into a total group. The certified teacher recounts:

> *During the second week, we had them all in a circle, on chairs, and listening or talking. This does not mean it was an instant success. We were still having problems at the end of six weeks, working our "rebels" into a thinking unit. I had not expected to get anywhere with this age level on the group meeting and I was so pleased with the progress that did occur. Some children were verbalizing their problems with aggressive children or attention-demanding children.*

In most of the groups, children at first raised their hands to be recognized by the adults, and had to go through a period of learning to get a semblance of order by mutual consent. Leadership of the discussion groups shifted among the adults. Some of the college students became recognized leaders. Leadership also varied with recent interpersonal contacts with the children. For example, an adult who had been present on the playground when an incident occurred that was being discussed, would naturally be in a more advantageous position to help with observations and discussion of the events concerned than another who wasn't there.

Mary Beem brought four, fourth-grade children who had been involved in their own meetings for a year, as consultants. They visited various meetings and offered help to the children and to the staff. They held a discussion after each visit and tape-recorded their impressions over a sack lunch before going home. To lend sanction to their work and make them feel more like the grown-ups on the staff, Mary Beem paid them one dollar each, per visit, for their help. Some children from one classroom of older children also helped out with the younger children in their discussion groups.

Some comments by Mary Beem's *children* (as consultants) following a visit to one group meeting of younger children, are illustrative of their acute observations of behavior:

1. *It would be helpful if the kids would think about what they're saying, so it would make better sense.*
2. *Everybody seems to be talking at once.*
3. *Somebody should listen.*
4. *Some of the teachers had a "dirty look," on their face but didn't say anything. It might be better to come out and say it.*
5. *It looks like the teachers might not care or else they might be afraid to say what they think.*
6. *A child was sitting on a teacher's lap in the seminar. Some children's behavior was being ignored by teachers. Both must have made the other children in the group feel badly.*

Mary Beem gives the following dialogues observed in a group meeting of 7 to 9 year old children and her observations:

EXAMPLE OF BEHAVIOR CHANGE IN CHILDREN'S SEMINAR, 1st Grade: Tom came into the room late and quietly took an empty chair in the circle. The seminar was being disturbed by Jim, who would not join the circle. He insisted on banging a chair in the corner of the room. One adult observer sat outside the circle. Five assistant teachers were distributed in the circle.

Sadie: *Don't you want to come into the group meeting?* (looking at a visitor).

Observer: *Yes, thank you, I'd like to.*

Joe: *Are you a preacher?*

Observer: (Smiling) *No, I'm a principal.*

Jim (a 7 year old child) also brought his chair into the center of the circle and sat crooked, swaying on it and singing quietly during the discussion.

Tom: *Jim, you are doing the very same thing I did at the first of the summer school. I brought my chair into the center and sat there.*

Assistant Teacher (college student): *Yes, Tom I remember. How could we help Jim with this?*

Jim: *I'm staying right here.*

Tom: *I put my chair in the middle and got attention that way. Jim is doing it for the same reason, I think.*

Mary: *It's hard to see or talk.*

Tom: *Come on over here and sit by me Jim.*

Jim stands up, stretches, embarrassed - drags chair to opening in circle by Tom. Jim listens thoughtfully to remainder of the session.

Comments:

1. *Tom provided the information Jim needed to see the motive of his behavior.*
2. *The assistant teachers let Tom be the spokesman for the group and supported him.*
3. *Jim's defense - "a show off," was an attempt to satisfy his need for acceptance.*
4. *His problem was met through involvement with the group seminar.*
5. *"Peer-aid" seemed to help the "helper" as well as the child be helped.*

How the Meetings Could Have Been Improved.

1. *Provide some structure at the beginning.*

2. *Greater teacher support for passive children to bring current feedback to group discussion.*

3. *Need for greater understanding of the aggressive child's "acting out," behavior.*

4. *Increased, "cross-age," and peer assistance in getting the meetings going at the beginning.*

Immediate functions.

The daily discussion groups served three immediate purposes for the classroom groups for they enabled the children to have opportunities to learn self-control and contribute to tasks of learning, rather than being recipients. The following examples of dialogues are by 8 and 9 year old children.

1. Planning and sharing in decision-making. Children increasingly became involved in making plans for their own learning and in the total classroom situation. It became apparent early in the project that the typical classroom setting was limiting to the goals of the project. The children became aware of this.

EXCERPT 1

Beth: *Where can we go to do our cross-age teaching or to work on our projects, when it is so noisey in the room?*

Shirley: *Maybe we could take some tables out on the walk in the corridor and work there.*

Sue: *I don't think we could work very well out there. People would bother us.*

Shirley: *Maybe it wouldn't be so good. People might trip over us.*

Beth: *Not everyone would be working out there. Just those who wanted to work faster.*

George: *Well, the ones that got finished first could help the slow ones. We don't all get through at the same time.*

Sally: *You, Billie and Sandra, were running in the halls at recess today.*

Sue: *You shouldn't do it. It's not safe.*

Summary and themes: How can we rearrange a crowded room to better suit the needs of the children and decrease dangers of running when other children are playing and working.

2. Clarification of Reality and Distortions. Many younger children live in "perceptual worlds" bordering on reality and their dealing with peers and grown-ups are based on make believe and fantasy. One aim of education is to help them develop more accurate perceptions. Initially the children experienced difficulties in accurately feeding-back their behavior, expecially if it was seen by others as "wrong." They had difficulties in, as they put it, "telling the truth," when it might be seen in an unfavorable light. Introducing the idea of help, change, and means to accomplish movement in human relations, assisted the groups to define their own tasks.

EXCERPT 2

Teacher: *What's the difference between helping someone and tattling on them?*

James: *Well, if you ask them why they do something in the group meeting and try to show them the right way it will help them.*

Sally: *When you tattle on someone, you have a good feeling inside, but when you feed back, you feel bad, because you might lose a friend for a while.*

Visitor: (teacher) *What about using letters to tell what has happened about people and then no one will get his feelings hurt. Or we could say, 'I saw three people doing this,' but not mention names. The poeple we were talking about would know who we meant, but the group wouldn't. The problem would be solved too.*

Jim: *Are we going to use letters and no names?* (addresses remark to the room teacher).

Teacher: *Let's discuss it. What do you think?*

Jim: *I think it's better to say the name. Then we know who to help.*

James: *I agree. Maybe we would get away with something without the group finding out it was us. We'd never change.*

Sally: *Anyway, I don't think anyone gets too embarrassed over what we bring up. It's the truth anyhow.*

EXCERPT 3

Bill: *James, you were interferring at the ball court today.*

James: *Sue hit the ball when she wasn't supposed to.*

Sue: *I didn't. Ask Mike.*

Mike: *I wasn't there.*

James: *Ralph, she hit it, didn't she?*

Ralph: *I wasn't there.*

Teacher: *Why do you suppose Sue feels she needs to ask someone else to back up her statements?*

Bill: *To reinforce what she says. They won't believe her unless she gets someone to back her up. She has trouble getting someone to back her up because of her reputation for not admitting to the truth.*

3. Learning to get along together. As the groups matured, they increasingly brought up behavior occurring in the classroom and outside, first with the intention of punishing the "offender" and later, with the view of bringing it out to help him understand the effects of his behavior on others and possibly to seek alternates. Initally the atmosphere was moralistic and the children framed their perceptions in "good" and "bad" dichotomies. They also freely interspersed their own opinions, which often mirrored adult ways of perceiving. Later, some of the groups became concerned with differentiating between "perceptions" or that which people see and can agree on, and opinions and feelings.

EXCERPT 4

Jim: *Sally, you jump around so at your seat, I can't work.*

Sally: *I don't mean to.*

James: *Sally, you whisper and talk anytime you feel like it and bother everyone in the room; and running around after things all the time.*

Bill: *I've noticed it too, Sally. It's true.*

Teacher: *Why do you suppose it's so hard for Sally to fit right into the group?*

Sandra: *She probably doesn't think about anyone but herself.*

Sue: *She's not used to school yet, are you, Sally?*

Sally: *I guess not.*

Ralph: *Sally, I think you should try to do better.*

Teacher: *How can we help Sally change?*

EXCERPT 5

Sally: *Can the girls play with the boys, in baseball, I mean?*

Sue: *Can they?*

Teacher: *Well, what do you think?*

Sue: *I think we should play.*

Jim: *But they aren't able to hit or catch very well. It slows our game down.*

Ralph: *Maybe we could help them a little or they could play with someone else.*

Jim: *They could play out by the frog pond.*

Sally: *I can catch pretty good.*

Bill: *I could show you how to bat better, Sally.*

George: *We boys could help the girls. Mimi needs help, I think, Don't you, Mimi?*

Mimi: *I don't like to play baseball.*

Jim: *I think she's afraid of the ball.*

Implications.

At the end of the project, some of the groups were beginning to deal with quite complex human relations situations and with sophistication. The matter of values, for example, was increasingly coming up, and due to the diverse backgrounds of the staff, many were beginning to question long-cherished beliefs and purposes in their own lives. Entrenched values (such as single standards and ranking behavior into acceptable-non-acceptable schemes) were seen as blocking discussion and hindering the seeking of alternate frames of reference for comparision and understanding.

Extensive training in group interaction in teacher training programs should be very useful to the elementary teacher in helping children analyze social behavior and seek alternative, less inhibiting solutions.

CHAPTER X.

LINKING THE SCHOOL WITH THE COMMUNITY

Home Visits of the Non-professionals

LINKING THE SCHOOL WITH THE COMMUNITY

One of the most important and successful aspects of the project was the high degree to which it was accepted by the total community. The "community" was not too well organized; it was scattered over an area of seventy square miles composed predominantly of Negro families, Mexican Americans, and some caucasians. The community was almost totally segregated, the school being the only social agency totally non-segregated. Seventy-five per cent of the families in the community were on welfare of one type or another and what little social organization existed in the community was more on an informal basis. A citizens group, The Perris Valley Improvement Association, had been instrumental in getting a few very fundamental approvements in the area such as electricity, bottle gas, and water for some. The community was naturally a suspicious one, especially at outside intervention. They had turned down an "Operation Headstart" Program, based largely on lack of information and on their distrust of Federal Government interference in the Community.

Acceptance of the project by the community stemmed largely from three factors, acceptance by the school, hiring persons from the community and a large portion of those not from the community boarding and rooming with families for the summer. The enthusiasm of the children having contact with project staff prior to summer school was also an important factor in the acceptance of the project.

The superintendent and vice-principal of the school had been in their positions approximately nine years and were well accepted by the community. Dispite the limitations imposed upon them, the school had made significant progress over the past few years. The school had made some rather impressive achievements such as having the primary grades ungraded. A new school was in the process of being built, planned from the beginning as having a total team teaching approach. Several of the children who had graduated had made notable achievements at the local Junior and Senior High Schools. The school board seemed well pleased with the administration. Both the superintendent and the vice-principal were known as people who wanted to make progress. Their acceptance of the project convinced the school board that it was desirable. Hiring the vice-principal as resident principal of the project also allayed many fears and suspicions in the community, as the present school administration was identified with the project.

Six weeks before the project began twenty-four non-professionals were hired as assistant teachers from the community and paid an hourly rate for training one night per week. This immediately allowed direct feedback back into the community of what was to happen for the summer. The two parolee members of the research staff moved in with a retired minister for board and room the first of May which was the first instance of caucasians living with a Negro family. This naturally, aroused curiosity in the neighborhood. The minister told the congregation at church one night that these two men were "all right" and by having them in his own home sanctioned much of the project. His wife was also hired as one of the housewife assistant teachers. The twenty-four children with whom the research staff worked in the study groups, were a direct source of feedback to their families and others in the community and the excitement of these children over the summer project became a strong force in the community and with other children. The first of June, another ten of the non-professionals were hired, from outside the community. They and one of the certified teachers moved into the community and boarded and roomed with families. This constant flow of communication as the project developed and through its completion was an extremely important aspect of the project and was not unlike the strategy used by the peace corps.

One example of the acceptance of the project was recounted by a college student who, inadvertantly had arrived three days early and arrangements had not yet been made with the family, with whom he might live. He persuaded one member of the research staff to take him to the home not knowing they had not been approached.

> "Ken (member of the research staff) knew where the home was because he had been working with some of the children there during the past year at the school. It was a small yellow home several hundred yards from another house and surrounded by an iron gate with a sign warning about the dogs. Taking heed of the warning, Ken yelled into the house from across the fence and a Negro man of about forty came to the door. When Ken asked if he knew anything about a college student living there for the summer he said he would ask his mother what she knew. Then an elderly Negro woman came to the door with a huge smile on her face. She said she had not heard anything about my coming but that she would ask her daughter who lived in the back. She invited us into her home, protecting us from the dogs and showing a great deal of hospitality.
>
> When she returned she said that her daughter had received a message to phone the principal but that she did not yet know what it was all about. So Ken and I spent some time talking with Mrs. Jamison about her son Alphie, whom Ken had been working with at school as an older student teaching a younger one, probably because we could not think of anything else to talk about as a result of our embarrassment about the lack of arrangements concerning my living there for the summer.
>
> Mrs. Jamison suddenly invited me to live with her and the son for the summer. She said that she would love to have me, 'if I was willing to have her.' I was absolutely overwhelmed by this hospitality. Here a woman who had not ever seen me until ten minutes previous was inviting me to live with her for nine weeks, and to top it she was acting as if she maybe would be an inconvenience to me, rather than vice versa. A few minutes later I was lugging my four suitcases out of the car and into the home where I would be spending the next nine weeks."

Home Visits of the Non-professionals.

From noon until three each day provisions were made for the staff to visit the homes of the children if they wished. Each staff member was free to work out a plan and a schedule for home visits. Some of the assistant teachers visited the children with whom they were working regularly on a once-a-week basis, others less frequently and some not at all. Some of the assistant teachers rode home on the bus with the children and had lunch in their homes which pleased the children a good deal and allowed the assistant teachers to learn much more about what the family and the community were really like.

Ley Yaeger, one of the younger college student assistant teachers describes his acculturation to the community and his home visits with the children he was working with.

CHAPTER XI.

AND MORE COOL AIDE

by

Ley Yaeger

AND MORE COOL AIDE

by

Ley Yaeger

The first day that I found out where the summer project was to be based, another college student and I went to look at the area that same afternoon. I had heard that the population of the area was largely Negro and Mexican-American and that many of the citizens worked as farm laborers. On this first day, near the end of April, I traveled over some of the back roads east of the school and east of U.S. Highway 395. I saw several, run-down farm houses and several farms of quite large proportions. I saw a large cattle farm, a horse farm, a sheep farm and a big chicken farm. On the whole I had seen very little of a so-called poverty situation. But I hadn't yet seen the heart of the Green Valley, Val Verde.

It was not for several days after this first hasty area survey that I was aware of the tremendous number of students who live in the area west of 395 between Lake Mathews and the highway. This was where I first encountered rural poverty. I was appalled at the number of dilapidated homes thrown together with old doors, tar paper, and scrap lumber. I couldn't imagine anyone living year-round, through rain and snow and intense summer heat, in structures like the ones I saw. When I learned how many people lived in some of them, it became something that I just could not imagine, eight in that shack, eleven in that made over garage, etc. My first impressions of the Val Verde area can be summarized like this: More bumpy, dusty dirt roads than I had ever seen in my life, the paved road is a rarity; many, grotesque shacks, several, tremendous ranches and farms, all in the midst of some beautiful rolling hills speckled with many rock formations. And the dust, I had never seen such dust.

This first surface view was a start, but I hadn't met one member of the Val Verde community yet. I hadn't seen any people! On June 30, the resident principal told me that there was a home available in the community where I could board for the summer. I was looking forward to this experience very much. She gave me the name, the address, and the phone number, and my summer environment was pretty well set. Work at Val Verde School from 8:00 - 5:00, and stay with the Reverend McKee's the rest of the time. A call to the home Wednesday afternoon warned the McKee family of my arrival the following evening and the anxieties began to appear. I had never lived with absolute strangers before. What could it be like? I was never so wrong in my whole life as to worry about the Reverend's family being strangers.

They were only strangers for about ten minutes. I've never felt so warmly accepted anywhere in my whole life as when I entered their home. The Reverend met me at the door and ushered me into the kitchen where his wife, Mrs. McKee, Nancy, Mr. and Mrs. Gable (friends from up the street) were chatting around the kitchen table. The feeling of friendship and acceptance overwhelmed me. From the Reverend on down, I could feel it. In a short span of about ten minutes, I had been transformed from Ley Yaeger, a teacher in the summer school, to Ley Yaeger, the McKee's boy (or son). This first evening in my "home away from home" was indeed a memorable one. It began a fascinating summer, full of different foods, new breeds of people to me, and a whole slew of unforgettable experiences.

To me, Reverend McKee became a close friend and advisor. At home, he was the one I saw most often. His wife works in Riverside everyday, and Nancy goes to summer school in the morning, Bible school in the afternoon, and choir practice or church at night. After being discharged from the Army due to a heart condition, Reverend McKee became a helper to his Baptist church. He did much of the cleaning at home, and cooks most of the meals. He was involved in much work for the church, too, helping all his "brothers and sisters" in whatever way he could. Because he was home quite a bit of the time, I got many opportunities to talk with him. Many of the things he said meant quite a lot to me and the whole attitude of his family was remarkable to me. A quite common subject between us was segregation and the "race" issue. One picture he draws stands out in my mind. One of the first days I was there, he had been confronted in a supermarket with being called "a nigger." This was on his mind when he came home and he was wondering about it. He said, "God is Nature and He made all men to live together on this earth. Maybe if we were all the same color, the prejudice might be dropped but why must it be that way. God made a variety of human beings the same way he mixed the flowers in the field. Look out into a field, see the many colors of flowers in that field. That's the beauty of it all. What's prettier than a bouquet of flowers? It's all part of Nature and God's will. We're part of God's bouquet of life. Some are brown, some are black, some are yellow, and some are white. There's no reason why color has to mean anything more than that." Just the other night, Mrs. McKee said the same thing in another way.

The Reverend's wife was working at a home in Riverside that day when one of the little children asked, "Why are you a different color than I am?" She replied, "God made us that way, it was God's will." The little boy asked again, "Why's your daddy so black?" Mrs. McKee replied, "God made him that way, too. And, Billie, it's not a question of black or white. Do you think you're white? See that sheet over there, it's white. Do you think I'm black? See that shoe over there, it's black. You just come from a light race and I come from a dark race. We all came from the same three brothers. It was God's will."

One may differ with the theology, but the basic point strikes home for me. Just accept people as individuals, forget the surface appearance. This is the whole atmosphere which exudes from the Reverend's home. (even the dog Shanukhah) The Reverend has a strong love for everyone and his vibrant personality makes him the friendliest person I have ever known.

Coupled with these experiences was the new experience of eating an entirely different kind of meal. I could describe them concisely as simple, starchy, scrumptious, and plenty of what there was. A typical breakfast would include pancakes, bacon, grits, eggs, and tea, with fried chicken and fresh biscuits a not uncommon breakfast treat. The lunch packed for me usually included a bologna sandwich, a peanut butter and jelly sandwich, and a dozen cookies. Dinner varied pretty much with the exception of three things, there were fresh vegetables from the backyard garden, there was plenty of bread, and gallons of Kool-Aid. Fried chicken with rice and homemade gravy was the most common dinner dish. Fresh Okra, mustard greens, and lettuce were pretty regular vegetables. However, the most delicious meal I ever ate was the night we had barbecued spareribs. They were out of this world. The Reverend mixes up his own special barbecue sauce and he is quite liberal with it's application. That was the best meal I have ever had. That about sums up my life with the McKees: a lively, exciting friendship full of some great home cooking.

During the time I stayed with the Reverend's family I visited all the families of the seven children in my "group" several times. As part of the project, this aspect was called linking. To me, it meant an attempt to establish a stronger link between the home, the school, and the community by having the teaching staff become familiar with the homes from which the children come.

The seven children in my group represented a cross-section of ethnic backgrounds, two Negroes, four Mexican-Americans, and one Caucasian. When I was first aware of this contrast, I was wondering if their home lives would show any significant parallels. However, this was proved untrue, for each one of my students lived in Val Verde and I think each of their homes was indicative of life in the Valley.

The Rodriquez family on Old Elsinore Road in "Little Tijuana" was the first one I visited. I rode the bus home with Joe, my sack lunch in one hand and three kids in my lap. The bus stopped in front of the house and I followed the two boys, Joe and Robert, into the house. I met Nancy, Mike, and Sammy the other children and also Mrs. Rodriquez, who was home at noon for the first time in several months, because she had just quit her job to spend more time with the children. Her home bears a striking similarity to many of the homes in the Valley. The interior is crowded and worn, but very clean. The exterior is faded and chipping, but is still functional. The layout of their land, I call sprawling. The land slopes down from the rocky hillside behind the house. The backyard consists of an abandoned trailer, a dilapidated water tank, and a small horse corral with two horses, Candy and Tarbaby. The ground is pretty barren, with the weeds battling each for survival. Just behind the house is an old, wringer-type washer in an area appearing to be the washing area. As one moved past the side of the house, it is apparent that erosion has removed much of the land's soil as one sees the many big ravines and crevices. The front yard is surrounded by an old white picket-type fence.

In striking contrast to its surroundings yet common to the Val Verde area is a small, flower-vegetable garden located immediately in front of the front porch of the house. The snapdragons have grown mixed in with the corn, but it is nonetheless a thing of beauty amongst the barren surroundings.

This first Friday I ate lunch with the family, setting a weekly pattern which is continuing until such time as I leave the Valley. The Rodriquez home is frequented by many children from the neighborhood, and this first day was not an uncommon one. The frontroom was crowded with kids who were sitting around a record player listening to the latest records in both Spanish and English. I also witnessed for the first time the case of overcrowded living conditions. The Rodriquez' had ten people living in their six room house.

This was not the most glaring case I witnessed, however. The Rodriquez family next door has 18 people living in their 7 room house. This was the family I next visited, as Maria was one of my students. The most striking thing about this family is that it is almost all female, with the only two boys being the four year old twins, Bob and Bill. The interior of this home is also very clean while the outside is void of almost any living things except dogs and girls. On my first visit to the Rodriquez home I really felt like I was on display, sitting in an armchair in the corner of the frontroom with 8 or 9 females looking at me and the little boys standing in the hallway calling me something in Spanish which everybody laughed at. (I learned later it was pelado, or something like that, which is the Spanish word for "baldy". I had a very short haircut.) It was a very warm greeting, however, and I felt accepted.

This was to be true of every home I visited. They were always cordial and very warm towards guests.

Just down the street from the two Rodriquez homes lies the Gonzales house, Manuel's home. I would call it a quaint house with a white picket fence in front, long ago painted a bright green with a small patch of grass in front of the porch complemented by two very young shade trees which provide a cool place for little children and dogs to get in the shade. The front porch is always alive, either with Penelope, the pregnant dachshund, or one of the many children of the family. The backyard is cluttered with scads of rusty machine parts and automobile hulks. The interior of the house looks worn yet neat and clean in spite of the nine people who live in its six rooms. I also began eating lunch at this home every Tuesday. (I was getting my share of good cooking. Mexican food twice a week, Southern cooking at the McKees) It gave me a good chance to informally meet the family. Mr. Gonzales spoke no English but his children could interpret for me. The meals always included a main dish like chili or caldo, with stacks of tortillas and a big pitcher of Kool-Aid. All the kids were warm and friendly, but Cathy, the little four year old was the cutest of the lot. She used to chatter on in a strange combination of Spanish and English. Her funniest game was to play with the cat and call it "Papa" just to antagonize her father. These three families, the Rodriquez, the Rodriquez, and the Gonzales all lived within a hundred yards of each other, but the rest of my kids lived in the far corners of the Valley.

Jimmy Peters lived some ten miles from the school on Cajalco Road by the fire station. His home is easily spotted from a distance. It's a quonset hut located amidst a sprawling assortment of shade trees, dogs, a brick works, and bicycles. Using his trade as a carpenter, Mr. Peters has expertly rebuilt the small hut into comfortable living quarters for four people, two cats, and four dogs. He works part-time on a brick works location on the hillside just behind the home which he owns. It produces stones for walks, and garden, and lawn fixtures like that. I talked with Mrs. Peters, a young day-night junior college student who was home for lunch and some afternoon housework, for about an hour. In this time I received a pretty complete family history. Jimmy was forced to drop out of summer school when his mother began going to school full time and his dad went back to working, but I learned some things about Jimmy in a short time which made our relationship much more effective.

I visited Sue German's home twice, the second time to find out that she and her brothers had been sent to Los Angeles to stay with relatives because Mrs. German was to have a gall bladder operation. However, my first visit was interesting anyway. It began with a tour of the grounds and ended with me eating my sandwiches over that inevitable glass of Kool-Aid. My tour included a quick once-over of the five room house and then a trip through the vast outdoors. The Germans own 14 acres of barren wasteland behind their house. I followed the kids out to some old shacks about a mile behind the house where they had transformed a collapsed roof into a bicycle slide. On our way back, we (me and the 3 kids) were joined by the German's eight dogs, four look-alikes who are named after the Beatles. We stopped at the big eucalyptus tree in the back where the kids wanted to swing for awhile on the rubber hose swings. From the outside, the German home appeared to be pretty run down, but the interior was quite nice and it's the inside of the house that you live in. Inside the house, I felt cool even though air conditioner or fan was not working. It was a feeling one had when in that house.

Sue German's home felt cool on the inside, but Fred Stall's was cool on the inside and the outside because of a yard full of shade trees. The home was neat as a pin on the outside as well as the inside. It was surrounded by a clean, white picket fence and was beautifully landscaped with numerous flower gardens. Just four people lived in this six room house and I met the man of the house in a quite unusual way. The first day I went home with Fred his mother was gone and it looked like no one was home. Fred silently strolled through the front door to the back room where his father appeared to be sound asleep. (He works on a night shift) Fred walked in and shook his dad awake long enough to say, "Daddy, this is my teacher!" I acknowledged his "Ugh" greeting and prompted Fred to leave the room so his father could sleep. The Stall home was peacefully set on a dead-end amidst much shade.

Conversely, the Lopez home was located right in the middle of a dusty field only reached by a dusty road. The first time I met Mrs. Lopez she really seemed to be having a lot of trouble. Her husband had been out of work because of a blood disease for eleven months without any disability or insurance payments at all. She had been forced to sell two homes they had owned in Artesia which they were saving to build a really nice home in

Perris. She was trying as hard as she could to keep from going on welfare. As soon as school was over, she was going to take the kids up north to pick prunes and onions. Her husband had been trying to build them a new home when he was stricken. At the present, they live in an old house just adjacent to the half-finished one. There are nine people in the Lopez family. They live in the 3 finished rooms of the new house and the four rooms of the old one. Most of the meals are eaten on a picnic table set out underneath a carport. Mrs. Lopez was pretty sad about her husband's health, but she also showed me a lot of pride in the way the family was managing to stay together. From my experience, this pride was typical of all the families that I visited.

I gained twofold from my involvement with the Val Verde community. The linking became a most important facet of my whole teaching philosophy. At home, I learned pertinent facts about each child which strongly affected the way I worked with them at school.

I had been having trouble talking with Maria. Everytime I addressed her she seemed to shirk away from me. I was at a loss to explain this withdrawal. My first home visit gave me the answer. She was very lively and active at home amidst the almost completely female surroundings. My being male was what was keeping me from communicating with her. The very next day I found a little girl in the room next to us to teach Maria. They had both been quiet in school and they were both small in stature. But I had found a way to bring Maria out. The two girls spent the first day joking and laughing together over a Dr. Seuss book. As the relationship between Phyllis and Maria grew, she began to talk to me. From that time on, I was able to help her and to understand her feelings.

Millie, one of Maria's closest friends in my group, was also difficult at first for me to communicate with. I found out at home the reason why. She was one of the kinds of people who respond best to direct statements. Her mother was concerned that Millie had not yet found a teacher and she thought it would be best if I assigned a teacher for Millie. Millie had been claiming that her sister was teaching her at home. This was true, but I soon realized that she wasn't getting much from her home teaching. Therefore, following her mother's suggestion, I told Millie, "Jane will help work with you on your reading and writing." This was the way to reach Millie because she dropped her usual stubborn resistance and went right to work with Jane. After this, Millie was able to share her experiences in being taught by Jane with me. I could findly communicate with her on a person-to-person level.

Joe Rodriquez and I had never had any trouble communicating, but my home experience with him was beneficial in another way. Joe had been very sick with the chicken pox during the past year. He had a constant fever and this was causing the destruction of some brain tissue. The doctors were afraid it might lead to a paralysis of his legs and some degree of mental retardation. He overcame this sickness, however, and I didn't see any signs of weakness of this situation made more careful about the activities Joe became involved in. I knew also that I must be extremely patient because his illness had made Joe subject to irrational fits of bad temper. I was very close to the Rodriquez family and I had felt that the closeness I maintained with Joe was hleping him to regain his strength.

My first visit to the Gonzales home gave me a real insight into Manuel's action in school. From the first day, I had termed Manuel "a hell-raiser." He was one of the most active, imaginative, yet destructive children I have ever known. I was hoping that my understanding of why he acted the way he did in school might help me top his creative activity. I walked through the front door of the Gonzales' with Manuel leading the way, and then that was the last I saw of him until I left. Manuel is near the bottom of the ladder, so to speak, having four brothers and sisters olders than him. I ate lunch and chatted with the husband and wife and the older children in the dining room while Manuel ate in the kitchen with his younger sisters. An imaginative child is that way all the time, but Manuel's imagination and creativeness had been suppressed at home. The only outlet Manuel had was school. Therefore, I tried to channel Manuel's creativity along less destructive lines. I gave him quite a bit of freedom and he responded by taking on a lot of individual responsibility. He was much more respectful of the rights of others. When Doris was standing in front of the paint cupboard and Manuel wanted to paint, his courteous "excuse me, Doris" was one of the proudest moments of my short teaching career. Manuel's creativity was no longer stiffled and he was conscious of other "people's" feelings and rights.

Fred Stall was a very stubborn child and this attitude was consistent with his operation in the home. However, at home, his parents forced him to do many tasks against his wishes. I thought that I might work around his stubborness by ignoring him for awhile. It was he who finally approached me. Having seen James working well with Sue, Fred asked me, "Can James be my teacher?" He was asking me and his stubborn aversion to learning was passed by. He and James worked very effectively together.

I feel that my experience in the Peters home was the most helpful one for the school situation. Talking with Mrs. Peters for almost an hour and a half, I received a fairly complete history of how the Peters' had brought up their two children, Jimmy and Joan. I received two valuable insights into Jimmy's behavior in school. Mrs. Peters told me, "I've brought up these children never to hit anybody for any reason at all. I just don't want my kids brought up as fighters." This explained to me why Jimmy was so sensitive and shy when he really wanted and needed many friends. Most of the children around him communicate often by hitting. He couldn't communicate this way, so he remained in isolation. Jimmy wanted to be like one of the boys so much that when Joe wanted to box with somebody, Jimmy volunteered. After Joe and Jimmy, with headgear and battled padded gloves, to an even standstill, it was evident that Jimmy was on his way to being accepted as a pal in the group.

Jimmy also raised a second concern whose reason I found at home. Jimmy had been working well as a teacher in Room 6 for about a week when one day he came to me and said, "Ley, I can't work in that room anymore. My sister is in there." I didn't understand this, but a second home visit helped me. Mrs. Peters related that Joan, Jimmy's younger sister, was more aggressive than he, and when they go, in squabbles, she usually beat him up. This explained Jimmy's apprehension about his sister's presence when he was teaching. This was solved by having Jimmy work with his student outdoors or in our room.

I cannot express how strongly I feel about the benefits of community involvement. It brought me so much closer to my children in school and I felt most comfortable to talk to families and to ask them for help. This experience was invaluable to me personally because I felt like I had tapped the pulse of a breed of people and I had seen a whole new side of life. Living among these people for eight weeks restored my faith in America and its people. The pride and the yearning for success is more encouraging than anything I have ever known. The hospitality and friendliness of these people struggling for mere survival is so invigorating. It was so important to me to experience the human element of learning and education where books had filled my past.

CHAPTER XII

THE TEACHING TEAMS

Assignment and Composition of Teaching Teams
Preparation for the Summer School
Opening of Summer School
The Classrooms
The Pre-School (Team Number One)
Teaching Team Four
Team Five

THE TEACHING TEAMS

> There are probably two principal sorts of bad teacher: the teachers who do not know how to give the help that is required, and those who are always helping.
>
> G. H. Green
> Psychoanalysis in the Classroom, 1922.

Assignment and Composition of Teaching Teams.

On June 1st, the eight teaching teams were composed. The project administrator and the resident principal assigned the certified teachers to the general age level of the children they thought to be most appropriate. Their assignments were based on the teacher's experience, training and personal preference. The assistant teachers were assigned at random by the research staff - each team being assigned one each, a college student, a school drop out, a high school student and a parent. Table 2 presents social characteristics (sex, age range and ethnic origin) of the eight teaching teams.

Teams #3 and #7, were predominately female and team #8, male. Staff members according to ethnic origin were distributed fairly evenly with the exception of team #7, which had 3 of negroid origin, 1 of caucasoid and 1 of Mexican-American origin.

The age ranges of the teams were fairly consistant, with the exception of team #6 which was decidedly a younger group and team #8 which closely followed. Team #3 which had children from approximately ages 6 to 8 had the greatest age span.

Preparation for the Summer School.

There was a maximum of 24 children in any one classroom, and the school was ungraded, with the exception of the pre-school class composed of children who would be coming to kindergarten in the fall. Children who had been in the kindergarten the previous year, remained together.

Notices were sent home with the children the last week of school in May announcing that there would be a six weeks summer school beginning June 28th. A clinic was held on a Saturday for the pre-schoolers, offering physical examinations conducted by a local physician and the school nurse, with the help of several of the assistant teachers.

The staff assembled on June 21st for five days prior to the beginning of school in order that the teaching teams could get to know one another and plan what approach they would take for the 6 week's summer session. Each afternoon at 3:00 P.M. the entire staff met in the cafeteria for a seminar. There was a notable shift in the orientation in the week prior to school. At first there was great pressure to order materials and plan specifically for the children. This was accented by the project administrator who, from experience, felt that supplies and curriculum materials should be ordered well in advance. As discussions proceeded, it became more and more apparent that the philosophy of the project would be violated if the children were not involved in making these kinds of choices. To the extent that materials were ordered and provided for them, their choices would be limited. Yet this was cause for a good deal of uneasiness on the part of some of the certified teachers, who were becoming more and more unsure of their role in the classroom, and were used to efficiency in these matters.

Differences in the teams also became apparent during the week prior to school, as they began to rearrange the classrooms. Some broke the seating arrangements into four small clusters of six, and each assistant teacher made ready for his or her group. Other teams preferred a "team teaching" approach. Some decided to assign the children to the assistant teachers at random and one let the children pick whom they wanted to work with. In the physical arrangements of the classrooms, the range of differences was great - varying from the pre-school, which literally "stripped" the room of all furniture, equipment, pictures, etc., and had only a huge rag rug to sit on, to one which was highly and efficiently "stocked" with books, materials and supplies waiting for the children.

Opening of Summer School.

The four yellow school buses were sent out early on June 28th to pick up those children who might be waiting. The staff gathered early in the cafeteria for coffee or in the classrooms making last minute preparations anxiously awaiting the arrival of the children. There was some apprehension that not many children would come to school. The physical appearances of the staff had undergone a rather remarkable transformation. Prior to this time, they had dressed comfortably and in attire appropriate to their own identification. Many wore bermuda shorts, women with slacks, etc. The staff arrived quite tastefully dressed and made a rather striking appearance, waiting for the children to arrive.

The first school bus arrived at 9:00 A.M. and many of the staff went out to greet them. Approximately 40 children of ages 4 through 12, all colors and sizes, tumbled out of the first bus and began asking where they were to go. The pre-schoolers were taken to their room, which was a separate building formerly occupied by the kindergarten. The kindergarteners were taken to another room - the former first grade room and the others were told that they could find a room they liked. The other buses arrived shortly and by the end of the morning 175 children had arrived. Additional children arrived each day the first week and a few others in the succeeding weeks. Many of the children went to the rooms they had been in the past year and sought out their friends. Some made some changes. Within a few days they settled on a room where they remained for the next five weeks. There was some realignment by the principal at the younger age classrooms to keep at a minimum of 24. Different than most elementary schools, the children were free to move into other rooms, as they were constantly involved in cross-age teaching and frequently one child would sit in on another class group meeting as a visitor.

The Classrooms.

> Children ... are conditioned to respond to things as signals for action, so that objects gradually cease to be appreciated for what they are. This is called education.
>
> Max Otto
> The Human Enterprise

Activities varied a great deal from classroom to classroom, according to the identity which each team and "clusters" of children assumed. With the exception of the pre-school and the kindergarten, the classrooms were known merely by the number of the room on the door. The following section will attempt to give a very brief descriptive account of some of the eight classrooms.

The Pre-School (Team Number One).

The community had turned down a proposal for an "Operation Head Start" project, but had not objected to the same children being included in the present project. Basically they were not well informed about the project and objected to too much interference with their children by the Federal government. They were in favor of this project, as many of their community members were employed in it and the community had constant feedback by the assistant teachers who served as "linkers" with the community. The teaching team was composed of a tiny, petite Mexican-American *certified teacher*, who had a very rich and extensive background in teaching and with various people, including teaching in Mexico and in Spain, and working with economically disadvantaged children. She lived in the community during the project. The *college student* was over 6 feet tall, a campus leader and had been the student body president the past year, resigning in protest to university policies and practices in connection with the Selma movements. He was also active in the civil rights movement. The *drop out* was a Mexican-American girl from the neighborhood who was very quiet and shy. The *high school student* was of Negro, French and Jewish origin whose father was one of the custodians of the school. The *parent* was a Negro father of seven from the community. He had been unemployed and did not want to apply for welfare; was hired for the project and later turned down a better paying position to remain to the end of the project with no prospect of another job in the fall. The certified teacher described her first impressions of her experiences in Chapter XIII.

The principal of the school pointed out that no mothers visited the pre-school with their children, as was customary in the beginning days of a regular school year, but that the children went immediately to their room with the assistant teachers and no children were crying because they were away from home. Also the young children rode on the same school bus as the older children, a practice different from the regular school year. Normally the older children tease and pick on the little ones, and the latter are afraid to ride with them, making separate bussing necessary.

The teaching team attempted to give the children some experiences with the outside world. Sixteen of the 24 children had never been in a modern supermarket or a 5 and 10 cent store. On one occasion, they gave each child 25¢ and organized a field trip to a shopping center in Riverside. Most of the children had never seen an escalator, and became frightened at the prospect of going up on it. The assistant teachers, each with six children, could not take them up. The other shoppers, sensing what was happening, each took a child by the hand and personally took him or her up the escalator. Some children returned from the field trip with the quarter still tightly grasped in a tiny hand.

On another occasion, the sprinklers were turned on in the tiny grass lot of the barren, hot grounds of the school. As children inevitably do, they began to play in the sprinklers, which in the normal school year is not allowed. This, the team used as an experience to relate with the children, and all brought bathing suits - some ragged, and spent time the next day playing in the water. The certified teacher too, was in her bathing suit with the others. The sprinklers were largely unnoticed the remainder of the summer, as the children and staff searched for other activities. One small boy, who had been in the kindergarten room the previous year, on visiting it and seeing it bare, became quite upset over the change, and remarked, "Miss X (the regular kindergarten teacher) will sure be upset when she sees what you've done to her room!" How little we know of how we impose our own values on the very youngest.

Teaching Team Three had as it's *certified teacher,* an attractive young Negro, (the only Negro among the certified teachers) who normally taught first grade at the school. She had taught there a number of years and knew much of the background of the children, the young people who resided there, and the history of the community. The *college student* had just graduated from the University of Chicago, and had had some courses with Bettleheim in child growth and development. The *drop out* was a college professor's daughter, who had become disinterested in school in her last year of high school and seemed quite despondent and outwardly rebellious. The *high school student,* a caucasian from the community, had just graduated from high school and was planning to go on to college and become a teacher. The *parent* was a lovely Negro housewife (grandmother) who had taught school in Texas many years ago. She was an active leader in the community and had been instrumental in obtaining several basic necessities for the community.

The children were generally between the ages of 6 and 8, and many of them had been with the same teacher during the past year. This, the teacher felt, had disadvantages in the new program:

> *Because many of the children had been in the first grade with me during the regular session of our school year, I felt that they were at an extreme disadvantage. They had shared many experiences with me as a traditional kind of first grade teacher and often made attempts at predicting my behavior and reactions to certain kinds of behavior as displayed by the other children. They seemed unwilling to accept the fact that my attitude toward them was more accepting than it had been during the regular session. Often they thought I was angry about what seemed to be negative behavior when I truly was not in anyway angered. I felt many times that I would have been*

> *more effective as a pre-kindergarten teacher, for the children in that classroom had not been exposed to me as a member of the Val Verde Teaching Staff during our regular school team.*

In order to give the assistant teachers and the children more of an opportunity to get to know one another and not see her in her former role, the certified teacher decided not to be in the room when the children arrived the first day. She also recounted her initial shock at seeing herself in her new role:

> *On the first day of our summer school program the assistant teachers had many plans for the days activities and were excited about meeting the children for the first time. I felt that my presence in the room might confuse the children and so decided to give the assistant teachers the first 45 minute period alone with their clusters. When I entered the room it was evident to me that for the first time in my teaching career that I would not have a group of children to relate to on a very personal basis.*

The certified teacher described the contrasts she saw in the teaching team in their approaches with the children. The parent and the high school student seemed to exact more explicit demands on the children than either the drop out or the college student. The impressions by the teacher vividly reflect the differences in values and philosophies:

> *The freedom of choice that was offered to the assistant teachers seemed to be more of a challenge to our high school student than to any other member of our teaching team. This freedom seemed to shake the very foundation to her tender and undeveloped personality...She often imitated the role of a very traditional type instructor. She seemed to experiment a great deal in her response to student behavior. One day she would appear to be very indulgent and accepting - the next day direct and dominating...seemed to put her own personal needs first and her pupils needs second. As the project developed (she) became a more responsible adult and projected greater depth in her relationships with her cluster of children. She became more accepting of herself and was able to accept the children without judgement.*
>
> *Probably the most challenging member of our teaching team was...our housewife. She received her children as potential members of the adult community. She wanted them to be respon-*

> *sible and active citizens. But most of all she wanted them to be economically productive. ...felt that they should have great respect for adults and be law-abiding citizens. She was much disturbed by open defiance when displayed by any of the children. She was highly structured and extremely neat. ...She seemed to make slight changes at times, but was always able to snap back into her old personality. Her cluster seemed to enjoy all of the tasks that she planned for them and were proud to take all of their many completed projects home on the last day of school. No other cluster had nearly as many finished objects to display.*
>
> *...our college student, and ...our drop out student, were the two members of our team who daily helped me to remind myself that telling is not helping. Very often ...would openly reject help in order to develop his own methods of teaching his cluster. He seemed especially fond of teaching mathematics by using flannel board aids. He became highly skilled at this and developed techniques that were all together new to him.*
>
> *Usually I was confused by the rejection I saw expressed in our drop out, for she seemed so pre-occupied with her rejection of ideas and suggestions that she never stopped to ask herself why. All through our summer session she stated that she didn't want to teach and that she wouldn't teach. She was faithful to her convictions and never allowed herself to experience any direct teaching. When she was hired for the project, she was told ...that she would be working in the area of human relations only and would develop close friendships with the children. The more aggressive children seemed to enjoy ...warm and "all accepting" attitude toward them, but the quiet and somewhat reserved children seemed never to receive any attention from their assistant teacher. All of the children in ...cluster seemed to enjoy and participate in the spontaneous art projects that were available to them.*

The high school student and the parent describe some of their own experiences, their philosophies and the effects of the project on them:

> The High School Student. *The morning school started, I found myself making last minute preparations for the arrival of my students. As zero hour neared, I was hustling about in nervous anticipation. By 9:05, I had a table full of youngsters looking at me for something to do. Boy! Was I ever scared. And then we passed out the usual structured material - you know, crayons, paper and pencils. They kept busy at this for about five minutes. And then I learned my first lesson. When teaching primary children, keep plenty of things handy for them to occupy themselves with. I learned my lesson, but found that some of the things I had for them to do that I had liked as a first grader only occupied*

them momentarily if at all. ...it seemed that my seven students taught me more than I taught them. I learned that a lesson learned by discovery is more effective than one that has been pounded in. I learned this by discovery.

I enjoyed meeting my cluster of kids at the bus in the morning and walking them to the room. I enjoyed playing with them on the playground and having them yell at me, "Teacher, push me first!" I enjoyed running races with them and doing the hokey-pokey with them. I enjoyed reading stories to them and then have them tell the story to the rest of the group. I enjoyed working with them with flash cards. When I could do something suchas those things with my boys and girls, I felt that I was valued.

I think, that while my kids called me "teacher," they saw me more as a friend who sometimes acted like a teacher, rather than a teacher who sometimes acted like a friend. ...if you ever want to know just how another person sees you, don't go to an adult - they won't give you an honest answer. Instead go to a child - he is too young to know the ways of society. He will give you an answer that you may not like - but at least it will be honest!

The Housewife. It is important to learn children to work together and be helpful - "No man is an island." Each person is dependent on someone else. The children were shown that working together is beneficial and helpful. They did not have but four boxes of crayons and there were six children, so they shared the crayons, by each child doing one thing while the other used the crayons. They worked together in getting books, games, clearing away paints, soiled paper, etc.

Being together and learning to help each other also brought about another phase that was one of the basic assumptions - assuming that neatness should be taught children in all of their daily procedures.

The matter of paper, crayon, books on the floor, books being left on the desk were not in keeping with neatness. The children were advised about good housekeeping and also about their personal appearance, i.e., shoe laces untied, hair ribbons not tied, etc. To see that all desks were cleared and papers and books put away after each day's work became a must to the children.

Many things developed from the fact that these six children worked together. Their behavior and manners were noted - at first, they would grab from one another what they wanted, a pencil, crayons, erasers and paper. This was noted and after one such session they were asked if they enjoyed their neighbor grabbing from them. The answer was "no." Then they were asked what

> *would they have liked their neighbor to have done, they replied, "asked for it," and said, "thank you." Thus the children started asking for what they wanted and saying thank you. Other incidents involved the use of May I. Please. etc.*

The *college student's* description of a typical morning with his children, is so vivid, that it is enclosed as Chapter XIV . It reveals much of his own philosophy, his own development and the nature of his involvement with his children.

The *drop out* characterizes her relationship with the children and the role she made for herself:

> *I was a go-between, between the kids and the teacher, you know, if the teacher couldn't get through to them, then I would try. I didn't have to worry about next year and how the kids would react to me. I could just relate the way I normally would. And by being a drop out I thought probably I could understand some of the problem kids better, because I would be able to understand the way they felt. I don't see myself teaching at all. I would spend my whole time just building friendships with the kids. The regular teacher can't get involved with the kids, but I felt it would be all right if I did. The kids wouldn't have to be my pupils next year and we wouldn't have to go back to regular teaching. I believe in friends being able to help and everything, so I thought that this could be pretty good if the kids could have someone around as their friend.*
>
> *I went about it all wrong. I went out and tried to be a friend at first and that's wrong and you can't try to be a friend. I think that that is one thing that I have learned, you can't set out to be a friend. So after about the first week I stopped trying to be a friend and I just, I didn't have to say anything I just let the kids know that I was there if they needed me for a friend. It got much better and they came to me. I built some pretty, well they were friendships to me; I don't know about the kids really, but I became pretty dependent upon the kids, a couple of them, and that may be bad. It is bad for me because I became so dependent on them that I would loose interest in the class if those kids weren't there and stuff like that.*

Teaching Team Four.

The *certified teacher* had been teaching for nine years. She expressed her anticipations of the project, "I was ready to start with nothing. ...structure and curriculum would develop as the children became ready and felt a need for them." The *college student,* also a caucasian, was impatient with traditional classroom procedures and ready to denounce all practices and also start with nothing. The *drop out* was a tall, silent Negro youth, who was on probation to the project for the summer. A condition of his probation was that he be returned to jail each weekend. The *high school student,* a caucasian, was a popular student, who had just recently been chosen as queen of the local potato festival. The *parent* was a young, attractive Mexican-American housewife, who had three of her own children attending summer school. She had been one of the school bus drivers the previous school year, and was known to all of the children.

As the team began it's work, the drop out chose the teacher's desk as his and asked to be called "Mr." in contrast to the rest of the team (including the certified teacher) being called by their first names by the children. The parent, college student and the high school student experimented with getting the children's interest:

> The Parent. *...listened to and chatted with her children as they worked. She brought a set of dominoes and the children became intensely involved in figuring out their scores as they played. She would not let them give up easily, and probed them to look at all the possibilities when they said they could not "play." Her group was boys, and they wanted to build a fort. They did so, after considerable planning, in about an hour. For several days following, they used the fort for play, and learned with ...how to bandage cuts and take care of hurts.*
>
> The College Student. *...group wrote a letter to the Dodgers and asked if they could have tickets for everyone in the school to attend a game. Before very long an answer came, saying that there would be 100 seats available behind home plate. ...saved the letter until his group was together, and then let Gene open it because he "needed a little life." He just had a fight with the first-grader who was his student, and was pretty unhappy about being a teacher. Gene could not read the letter, and ... said, "Guess we need to learn to read so we can tell what they're saying, huh?"*

The drop out had a different learning style and approach to the children, as the certified teacher recounts:

> The Drop Out. *... never actively approached his children. They would gather around him, and he would listen to them read, or write out arithmetic problems for them to do. "They roam around," he said. "(I) let 'em get up and roam around a little bit. I don't like to just keep 'em here at the desk all the time, or take 'em outside. They want'a do something else in the room, so I let 'em, you know, get up - so that kind of roamin' around's all right with me." His approach terrified me, but I found myself thinking at the same time, "Maybe he can do something with these kids that none of the rest of us can do."*

The college student rode on the bus with his children, ate lunch with them and spent a good deal of time in their homes. He also lived with a Negro Baptist minister's family in the community, and wrote an extremely descriptive account of his experiences in the community.

The class was a very active one and spent a good deal of time on project and on field trips. The certified teacher gives some account of the extent of their activities and what she learned about the children.

> *I think much of this material, the use of which bothered me as a teacher, might be justified only because it was such a singular experience for these children to have "things of their own."*
>
> *A University station wagon was available for use on the Project, and was used for numerous field trips. The groups at various times went to the Riverside Museum, the San Bernardino County Museum, the school library, San Diego Zoo, the park, a swimming pool, picnicing, to the beach and the baseball game, the Potato Festival, shopping at the Plaza with a quarter to spend - and each trip widened horizons for children who had never before been out of the Perris Valley. They returned breathless and excited, and made pictures and tape recordings about what they had seen.*

Team Five began to offer the children more opportunities for choice from the beginning. They began the first day with a group meeting and put names of the four assistant teachers in a basket. The basket was passed around the circle and each child drew out the name of his new teacher. Some wanted to trade names and they did. The certified teacher, a caucasian, taught in an economically distressed area and knew many of the characteristics of the children in the project. The college student, also a caucasian, was a graduate student in psychology, whose wife was a teacher and who himself had moved during the course of his college experiences from physical into social sciences. The high school student, a caucasian, was a junior, and had come from New Jersey for the summer. Little advanced preparation was made for the children.

> *Four desks were shoved in each corner of the room with chairs around them. The only other furniture retained in the classroom were two bookcases, a round table near the middle of the room, and a general work table placed in front of the sink. By this arrangement, four cluster areas were created, each with a nearby bulletin board. One bookcase was turned into a game storage area. The other bookcase was empty. An old table model typewriter was placed on top of one of the tables available for the students use. A record player and tape recorder were on one of the bookcases.*
>
> *A large rain barrel stood against one wall for use as anything that came to the kids minds.*

The *drop out* was a quiet, Negro boy from the community, currently on probation. The *housewife* was a handsome, Negro grandmother with gray hair and a soft voice. She had experienced a life time of hardship and had come to the valley, buying a plot of ground to spend her remaining days.

The *college student* devised a rather unique evaluation form for the children to make predictions as to what the child's day in school was like and then had them fill in a similar one as they went home, to systematically note discrepancies and discuss relationships with the children. His analysis of what he found is presented in Chapter XVI.

Some of the children put out a newspaper occasionally, going to the various rooms collecting "news." They edited it, typed up the stencils, and distributed copies around the school and the community. The copy (enclosed) gives some account of the activities around the school one week, as seen by four 8 to 11 year old children.

Room 9 News

Sixth Grade boys went to the beach Thursday for sea life and will have a little show of what they got in Room 13.

ROOM 15-Diane and Lynn Marie practiced their knitting techniques with the aid of Mr. Barnes. He's a pretty good pupil for a teacher.

Thursday Dora's Kindergarden group plus Ada's group are going to visit the Curriculum Lab.

The pre-school has been doing a great deal of study on jungle life. Our program has included several trips to the African Jungle. Some of us are very fortunate to be here today because if it weren't for Mac we would never have escaped the head-hunter tribe.

Room 6 had fun making kites last week. They even had a little wind to help their kites up in the air.

Room 15 celebrated by making a cake and sharing it with the whole class. The young cooks were Mitzi, Diana, Petra, and Lynn.

Room 12-The score was 100 to 12! Dwight & Robert beat Bruce, Russell, Gilbert & Paul in a football game.

Room 8's football team, coached by Ley Yeager, was defeated by Dwight, Joe and Jerry. Room 8's team consists of: Henry, Russell, Mike, Gene, Larry, Gerald, and Jimmy.

Friday, Ray's group from Room 12 is going to Fairmount Park.

Fourth grade girls are making aprons.

Second grade boys are making car & airplane models.

Joe Nash and Walter Alford have made a beautiful frog box.

Chris Clark is doing an experiment with salt water and is becoming a real scientist.

Callie & Laura Karr are making a delicious cake for group 4 in Room 12.

We will be having many visitors. Many of them are teachers who want to learn about our Summer School.

We interviewed Mrs. Green yesterday about Summer School. Mrs. Green said that she likes Summer School. She said we need permission slips in order to go to the pond.

---

*Reporters:Michael Holland, Damon Spicer, Yolanda Manzanares, and Kathleen Douglas.

Chapter 13 written by the pre-school teacher gives an account of her experiences with the four non-professional assistant teachers. Chapter 15 gives another teacher's account of her experiences while Chapter 14 is a description of a college student's experiences and Chapter 16 is a systematic evaluation by another college student's attempt to introduce an expected-to-observed strategy to assist children in making and living up to their own predictions.

CHAPTER XIII.

FROM THE RUG UP

by

Maria Gomez

FROM THE RUG UP

by
Maria Gomez

There I was, sitting securely on the rug, in our otherwise vacant room, thinking that as a "hotshot" teacher I would sail through the summer doing new and exciting things. I'd experienced a wonderful sensitivity weekend, had emerged with positive feelings and felt sufficiently oriented. I'd met my team, they all seemed fairly congenial. I liked them and didn't feel we would run into any problems. My college student, Bob, was full of spirit but capable of deep thinking. The high school student, Gail, was spirited and cute. Matilda, the drop-out student, was quiet, in fact, almost non-verbal. but could really communicate with her nice smile. The parent, Jesse, was serious and talkative.

Then the rug pulling began. It was started by Bob but was quickly picked up by the others. "I was being too authoriterian! I was being too teacherish!" Bob, he of the dynamic personality, became my chief antagonizer. His stock phrase was, "Ah, Ah, Ah, you're being a teacher!" which meant I was doing too much telling and imposing. This phrase was catchy and soon my whole team was using it. This hurt and frustrated me. What could I be if I couldn't be a teacher? I could play an obedient daughter role very well, but I felt that this situation called for something more. This constant picking or rug pulling, soon left me without secure legs to stand on and I was left, miserably puzzled, thinking that I'd failed to assume the teacher leader role. Not that I'd ever considered myself as a possible leader since I'd never felt I had leadership qualities. I was supported by Jesse, but it was with a "fatherly" attitude and

I fought against that since I didn't want to slip into my daughter role. He also leaned toward the more directive method of teaching. I'd had that and was not satisfied with its results.

At first, I didn't dare go to other teachers with my problems because I didn't want to spotlight my own inadequancies. I finally did get desperate enough to ask for advice only to learn that other teachers were in the same boat. There could be no help from the Administration and the Change and Development Team because they seemed to be having problems and I didn't know or trust them. The only ones I could turn to for help were my team mates. I especially sought help from Bob since he had seen through my bluff.

I was helped to develop as an individual with a right to verbalize thoughts and feelings. This did not come easily since my background had subjucated my individuality in order to function as a member of a family. I have been helped somewhat, to listen to what people really say and to speak up if I have something to say.

As was mentioned earlier, our room was empty except for two small rugs and a woven straw mat on that opening Monday morning. The children came in eagerly expecting all the toys and equipment that they'd seen when they'd come in for registration. Not seeing any, they had no recourse but to relate to each other or to the assistant teachers. A few children were persistant in asking for toys so they were allowed to go into the workroom and pick a toy out. This caught like wildfire and it was like Christmas, watching them select something to play with. Even the shy, quiet children wound up with something. The toys had seen better use and some were in a state of disrepair. This did not dater the children from manipulating a beat-up truck without wheels, balls needing air, dolls without hair, and bent doll dishes. The toys were scarce which caused some problems with children who had never shared a thing with anyone.

We had divided the class into clusters of 5 or 6 children to one assistant teacher depending on the enrollment before school opened. But we did not follow through with this plan until we found it necessary after the first week. My team decided they could function comfortably if they had only their small cluster of children to work with. Aside from one or two changes, the clusters remained intact throughout the six weeks.

As we were excited about almost all aspects of the project, we started our cross-age teaching right away. We had to abandon it, however, because of the dis-organization that existed at all levels, especially our own. We did continue this phase of the project in the fourth and fifth week within our coordination and supervision and met with some success, letting us see the potential.

Something else I was very excited about were the prospects of possibly involving pre-school children in group meetings where they could tell each other their problems and even learn to help each other. We started with the whole group and were quite discouraged with the results. No one was even ready to sit! much less listen to others! It was suggested to us that we start group meetings with 8 or 10 children at one time to introduce ourselves and the purpose of having a group meeting. During the second week, we had the whole class in a circle, on chairs, and listening or talking. This does not mean it was an instant success. We were still having problems at the end of six weeks, working our "rebels" into a thinking unit. I had not expected to get anywhere with this age level on the group meeting and I was so pleased with the progress that did occur. Some children were verbalizing their problems with aggressive children or attention-demanding children. I definitely plan to start holding group meetings with my pre-schoolers this fall. I know that progress will be slower in coming throughout the school year because I will not have the assistance of my team.

As a whole, my team, lacked seeing the potential of linking or visiting the homes and families of their children in their cluster until it was too late. Jesse was the only one on the team who actually contacted his parents. Bob linked with one family and saw possibilities in linking with only one other family. Gail didn't see that one visit would really help so she preferred not to do any visiting at all. Matilda was afraid of how she would be received and rejected the linking role. I've become sold on this phase of the project and see how important it can be. I plan to work it into my future teaching assignments if at all possible.

Our teaching team meetings were always fun since we got along socially, but we shied away from discussing content or curriculum. The team was split on whether curriculum was all that important at our age level. I feel sure that eventually, with more time, the need for content would have evolved from the children themselves. We did help each other by discussing behavioral problems within the clusters and the daily group meetings. I feel that we could have spent more time in discussing ourselves as individuals and possibly planning for the teaching day. I also feel that the timing was wrong and that we should have held teaching team meetings following the two hour seminar.

I dreaded the 3 to 5 seminars at first because I dreaded being put on the "hot seat" and being "shot full of holes" as this seemed the only way people could become more honest. I didn't know whether I was strong enough spiritually to withstand this form of therapy. I was helped when personal problems and feelings were discussed because I identified bits of myself with incidents.

I was sorry I did not see more of the Change and Development Team. What little contact we made was appreciated. We were observed and fedback the observations which was something I couldn't do as well, having had no training in observing. I would have liked these observations and feedback to have continued on a rotating basis by each member of the Change and Development Team so that we would have benefited from different viewpoints.

The six week period was too short a time to fully develop project goals. It took us over three weeks just to see each other as people and be willing to accept each other as part of a teaching team. I thought our cluster groups were very successful. All the teaching assistants were on a good relating level with their children and seemed to be accepted by each child in the classroom.

My team had decided to let the kids set the pace for everything -- not realizing that these children had little experience to draw from to provide the sparkle to brighten up our classroom. I would have liked to have seen more color and nature in our setting. We also did little to draw from their previous experiences and build on them.

There could have been more direction or understanding built on the care of equipment. I think children can learn to care for their things if it's explained to them with patience and understanding. Our "water play" was a wonderful experience for the children that participated. I know this child had a lot of fun and hopes to continue with some type of water play in the future.

All in all, this living and learning situation that I experienced this summer has been very rewarding and enlightening. I am convinced that non-professionals can relate to children and teach them after the human relationship has been established. I also feel that my position on the team as an understanding person and teacher was finally materializing. It's a shame that our time ran out as we were just beginning to fill our sails. Inwardly, I feel quite changed but only time will tell whether this change was a binding and a growing thing. I find I've missed a great deal in life by not listening to people.

P.S. I'VE GOT A RUG TO SIT ON NOW!

CHAPTER XIV.

A DAY WITH MY CHILDREN

by

William Knitter

A DAY WITH MY CHILDREN

by

William Knitter

I left the cafeteria earlier than usual. I wanted to try out a new idea before the kids arrived. The corridors were empty as I walked to the classroom. There was a stillness in the morning that made me glad to be up early. Across the street in front of the school the migrant workers were busy picking potatoes in the fields. I stopped a moment to watch them, mechanically picking up the unearthed potatoes and putting them into bags. I wondered how many of the children in our summer project would end up in the potato fields in a few years.

I went into the classroom to get the heavy paper for masks that I was going to have the children make. The different clusters of tables were exactly as we four assistant teachers had left them. Papers, crayons, and books were scattered on the tables; and the paint stains on the floor showed more clearly now that the children were not here.

I began to make a paper mask. I liked to experiment with some of the materials so that I would be better prepared to help the children. Often if I didn't give the children some beginning instructions for a new project, they would cut too much or paint too much in their excitement and would become discouraged that their work had not come out as they had planned. I hoped that we could use the masks to talk together as we did when we made puppets. Each of the children had named his puppet, and I then encouraged each to act out the personality he had created.

Karen came in as I was finishing the mask. She brushed her stringy blond hair away from her eyes. "Are we going to make masks like that today?" She asked, pointing her finger.

"Would you like to make one?" I questioned.

Karen nodded greedily. She had half a smile on her face. "At least she isn't frowning," I thought. I remembered how she had behaved at the first of the six-week summer school. Anytime that I would ask her a question or even look at her, she would twist her mouth into a scowl and knit her brow. Lately, there were days when she hadn't turned a scowl on at all. But she still couldn't allow me to be close to her.

"We are all going to work on the masks today," I told her.

"Goody!" Karen exclaimed. "Now?"

"No, after recess and the group discussion."

She let out a whine, "No! I want to work on mine now."

I reminded her that the fifth grade girl who taught her every morning would soon be here. She would have very little time to work on a mask. She turned, disgusted, and stomped over to her seat. The frown has returned to her face.

I put the mask materials away before the other children in my cluster came in. I did not want to have out materials which would distract the children while they were being taught by their olders. The "olders" were children from higher grades who came in each morning from thirty to forth-five minutes to teach my first graders. Some pairs had effective teaching relationships; but some like Donny had not done too well. By this time Donny had gone through three olders. Two had gone on vacation, and the last boy just was not successful.

William was the next to arrive. He ran through the door, narrowly missing Karen. He seemed to be always running and bumping into other children. I greeted him as he ran up to me. I put my arm around his shoulder and gave him a hug. He leaned against my knee. He seemed to be feeling out whether he was being accepted today. I could often sense how our relationship would be during the day by the first events of the morning.

Donald soon came into the room. I reached out and gave him an affectionate cuff on the shoulder. He scooted up next to me and then sat on the table. William seemed irritated that I was being affectionate to Donny. He became restless and started bumping around; William soon walked away. I was reminded of an incident that had happened just a few days before. Glenda, the fourth grade girl who was William's older, had taken both William and Donald with her. It was agreeable to William when they left; he had wanted Donald to go along. Later, when I went to observe the teaching, Glenda was working with Donny and William had wandered off to do something else. The two boys seemed to be at odds. I wondered whether William had decided that if he couldn't get all the attention, he didn't want any. I felt that Glenda was successful with William because she had been free to give him all of her attention. Later I suggested to Glenda that she work with only one of the boys.

Joyce and Cornelia came in together. They quietly went to their seats. Joyce is just going into first grade, whereas Cornelia is going into second. Joyce is short and round without being chubby. While she is quite verbal she still doesn't let me get too close. Cornelia is tall and skinny. She would not readily respond to questions about what she had done over the weekend or what she would like to work on. But sometimes when the whole class would sit in a circle for a group discussion or for singing, she would sit next to me and lean against my knee. She most often showed affection by teasing. She would run out the door and then play peek-a-boo around the corner with me.

While I was talking to Cornelia and Joyce, another group of children brought out some games. Donny scurried over and was soon engaged in a game of checkers.

William was looking at a book I had laid out. The story was about a boy named William. Because he seemed interested in the story, I asked him if he would like to learn more about it. He nodded, so I asked the others to join us and began reading. I asked them questions about the pictures, and they seemed happy to be included in the telling. I felt that it was important for them to have as active a role in the experience as possible. The children seemed to develop their own ideas about stories more fully. William, who was usually restless, was quite attentive to the story. I think, he was able to place himself in the events of the story because his name was the same as that of the main character.

Soon after I finished the story, Glenda came in for William. They left to go to the fourth grade room, but William was soon back to get a book. William seemed to spend as much time going to get work materials as he did working. Nonetheless, I felt that Glenda and he had a fine teaching relationship. William was able to spend longer working on one thing when with her than at other times. William's usual habit was to move from one thing to the next, quickly getting bored. I felt that William was able to work for longer periods with Glenda because he was able to get special personal attention from her. I was not sure how William worked in a regular school situation, but I knew that no teacher would be able to give him all the time that he craved.

In the meantime, two girls had come in for Karen and Cornelia. They went to the sixth grade room to work.

Don and Joyce were standing in the doorway watching a chicken that one of the boys in another class had brought to school. While they were there, two third grade girls, Peggy and Carol had been taking turns teaching Joyce. They had both wanted to teach more. Therefore, when they found out that Don needed a teacher again, Carol decided that she wanted to try. She had worked with Donny a few days previously. Don quickly sized up what was in store for him. He was tired of having so many different teachers. He scurried over to the extra table in front of the room and crawled under it. In the meantime Peggy and Joyce got a book and went out onto the lawn to work. Carol and I went to talk to Donald. The staff called this "at-the-elbow help." It was the assistant teacher's job to be available to the olders for extra help. When the teaching and learning situations became tedious and boring to the children, I would try to offer suggestions that would encourage the olders and the youngsters to get back to work.

"Donny," I questioned, "Do you remember working with Carol the other day?" He replied with a slight nod. "Would you like to have her help you again?" He was disgusted with the olders. But, he had a good time with Carol before; she had been helpful. I asked him if he would like to work some problems on the little movable blackboards. There was a slight affirmative nod as he raised his eyes. Carol agreed that this would be suitable to her desires for teaching and helping Don. She seemed happy to see Don crawling out from under the table to her. Carol and Donald picked up the small greenboards and chalk from the front of the room and went to work at

Don's table.

Soon Peggy and Joyce were finished reading. They came in to work some arithmetic problems that Peggy had prepared. They worked at the blackboard. I encouraged the olders to have a few ideas ready when they came to work with the young ones. The first graders often became tired of working on one subject. They enjoyed changes.

Don was still a little restless, but was doing the problems that Carol wrote for him. It seemed to help to have Peggy and Joyce working within his sight.

Robert, a boy from one of the other groups in the classroom, was spinning himself around in circles in the middle of the room. He laughed and danced around. "Come stop me! Come stop me!" He seemed to want something to do. The classroom atmosphere was quite permissive. There were no pressures from outside the classroom for orderliness and quiet, as there are in the ordinary school situation. Consequently, I felt that there was no need to consider his behavior as disobedient or bad. I felt that my role was to help set up learning situations for the children. Although, my own anxiousness sometimes made me get concerned with noise. I remembered that I had helped him with some ideas for a picture when he was wandering around several days before. "Robert," I called, "Do you remember the sunny picture that you drew the other day?"

"Yes, I remember," he yelled. Robert often spoke loudly and would often yell. I showed him his picture which we had stapled onto the bulletin board. I asked if he would like to draw another. He answered with a loud "Yes." He seemed proud to have something of his own on the board.

I got him a piece of paper while he rummaged through the table drawers for crayons. "What kind of day do you feel today is--a sunny one or a cloudy one?" I asked, hoping that he would be able to express his emotions in the drawing.

"A cloudy day," he said, picking a black crayon to draw the sun. He was soon absorbed in his work, allowing me to help Carol and Donald for a few minutes.

It was almost 10:00 o'clock, time for recess. The olders soon put up their work to go back to their own classrooms. At 10:00 I told the children that it was time to buy their orange juice bars. I went to the cafeteria to get a cup of coffee. The teachers were standing about in small groups talking. I talked with another assistant teacher about the proposals which were being written for new projects in the fall. The summer project seemed to have become very meaningful to almost everyone. We didn't like to think of the project's ending. Interest was high, therefore, in finding some way to continue working together in another project with children.

When I arrived back at the room, the chairs had already been arranged in a circle. Each morning after recess the entire class met for a discussion. We hoped that the children would be able to help each other through a discussion of their behaviors. The room was fairly empty except for a few kids who were sitting down finishing their orange juice bars. I sat down on the south side of the circle where I tried to sit regularly. I tried to sit in the same spot so that I could watch the movement of the children around me. When a child sat beside me or one of the others on the teaching team, it sometimes meant they were looking for support.

Donald and Robert came and sat beside me. Robert left his seat to wander around for a couple of minutes. "Save my seat, Bill," he said. "Don't let nobody take it."

"You have to save your own seat, Robert." I told him this both to discourage him from running around and because I wanted to avoid any arguments about who was going to sit next to me. He walked over to the window, but came back quickly as other children came in.

Because we were having trouble getting good discussions going, we had asked the sixth grade teacher to send a couple of his students to our classroom to help us. Because they were closer in age to our children, we felt that they might be taken as models for behavior more readily than those of us who were on the teaching team.

The discussion was fairly erratic. Questions and comments to the group as a whole seemed to be dropped quickly. The din of several side conversations grew louder.

Angie, the sixth grade girl, asked, "How can you hear if you're all going to talk at the same time?" The group passed over her question even though one of the assistant teachers asked Angie to repeat her question. The chatter continued until Robert finally yelled, "Shut up!"

I asked, "Why do you suppose there is so much chattering today?" I hoped the group would be able to discuss what was happening immediately.

After a pause Donny spoke for the first time in the group. "I don't want the group today," he stated boldly. He repeated himself as if to make sure his stand was clear, "I don't want the group!" Perhaps he spoke for several of the rest of the children. Someone asked him why he didn't want the group that day, but he was silent again, and the whispers and giggles soon started up.

After a few moments, Lee, the other sixth grader, made an attempt to help the discussion. "What happened yesterday in the group?" He asked. "What did you talk about?"

The question sparked Jerald, probably because he had been central in the previous day's discussion. "We was talking about adults and kids," he said, "and about how kids like to have things of their own. ...things that adults can't get into." It appeared to be an unusual occurrence for Jerald to be saying something like this to adults. He talked softly as if he were unsure about how safe it was for him to be expressing his feelings.

The discussion went fairly well for three or four minutes, but then the time was up. I was glad the discussion had ended well. I felt more optimistic about the discussion for the next day.

The children carried their chairs back to their tables. William had brought some clay from the fourth grade room. He asked if he could work with his clay. I said that it was okay for him to work with his clay, even though I had planned for the children to make masks. There was no reason to insist that he do what the rest of the children did if he had other interests. There had been occasions when I had insisted that William conform. The result was usually only outward conformity at best, with little true interest of his own.

Karen had remembered the masks, so she was soon at my side insisting, "Let's make the masks now!" She and Donny helped to bring the mask materials to the table. Karen, Don, Joyce and Cornelia were soon busy cutting and pasting paper.

Robert had wandered away from his own group again, and was quietly watching us work. "Hey, can I make a mask too," he finally asked.

"You'll have to ask your teacher if it's okay first," I told him. The practice was that it was okay for children to go to other clusters for some activities, but their teacher should be consulted first. The teaching team felt that too much group shifting would be destructive to any program that a cluster might organize. Robert's teacher said he could work with us, and he was soon engrossed in the mask making. He worked harder and later cleaned up better than any of the children in my cluster. It seemed to show that because he had chosen the activity himself, he took more interest in it.

After a few minutes, William was tired of his clay, and returned to the cluster. He quickly noticed Robert's presence and asked, "What is he doing here? This is not his group." I answered that he was making a mask too. William turned to Robert and said, "This is not your group." It was as if he wanted to let Robert know that in this cluster, William was the top dog. The children had become closely identified with their own cluster and resented intrusions.

At about 11:30 the children went next door to watch some films which had been taken at the local carnival. Several groups from the school had taken a field trip to the carnival. I stayed in the room to help Robert and Karen finish their work.

A little later Donald came in and asked where William was. William had quickly broken his own mask and had borrowed Don's. Since it was almost time to go home Donny wanted his mask back. We went to look for William. We found him out in back of the building inside a stack of old tires where he usually went when he wandered away.

Donald immediately insisted, "Give me my mask back, William!"

"But you gave it to me," replied William.

"I don't care. I want it," repeated Don.

"Don't you remember that you gave it to me?" tried William again; but, after a pause, he handed the mask to Donny. Donny took the mask and went to board the bus.

I then gave William his parental permission slip for a trip we were planning. He looked at it and said, "This is not my name." I told him that it was his name; it was just written in longhand. Nonetheless, he repeated, "It's not my name. I been lying to you all the time. My name's really Frankie James."

I scolded. "Why do you say that? You know that's not true."

"But it is," he insisted. "My name is Frankie James." I cut off the conversation by telling him that it was time to board the bus.

It was only later that I thought about what I had done in terms of how I was trying to learn to operate with the children. I was trying to learn to listen, but it was easy to fall back to telling. I had no idea what William had tried to tell me. Instead of treating him as an individual from whom I could learn things by listening, I resorted to the manner of acting as an authority and disregarded his thoughts. I knew that he knew his name and yet I insisted on telling him the "truth," instead of listening to him. I don't know what he meant, but I could have found out by listening and asking instead of telling. By telling, I precluded any involvement of my own in what he was thinking and insisted that he be involved in the way I saw things.

I walked down the corridor to the front of the school to where the buses were. I stood in the warm sun and watched the stragglers board the bus. The buses slowly pulled away. Behind the buses in the fields the potato pickers were leaving their work for a lunch break.

CHAPTER XV.

TRADITION IN TURMOIL

by

Evelyn Hale

TRADITION IN TURMOIL

by
Evelyn Hale

Five people, different and alike, faced that first morning of school. We had, each of us, an idea as to what would happen, and a thought that we wanted and could cause certain things to happen in the next thirty school days. We wanted good things for the twenty-seven "kids" who would be in that room with us. We wanted some things for them that we were convinced they had never before had at school -- a warm feeling between them and the adults in the room; a real acceptance by their teachers, even of their most negative thoughts and feelings. We wanted more than anything to understand each one of them as a worthwhile person, and to help them feel good and successful and "big." We thought, because each teacher would get very close to the six in his or her "cluster", that the child would catch the feelings that we had about them, and the caring for each of them -- and that the progress we could make would be so significant that schools everywhere would have to take a look, and would have to re-evaluate their methods in favor of some of the things we had found to be successful in helping kids learn. I was personally convinced that we would be successful. For a lot of years I had been mired down by too much structure and curriculum to be covered, and too little opportunity to get close to each child and help him develop and progress as an individual. I was ready to start with nothing, because I was sure that our basic assumptions were sound, and that structure and curriculum would develop as the children became ready and felt a need for them.

Our teaching team had a lot of potential, as I saw it. Mac, the drop-out member, was tall, chocolate-colored, quiet. He spoke in soft tones and flashed white, white teeth in an occasional smile. Diana had the bouncy eagerness of one just out of high school and ready to tackle anything. She had been a local Potato Festival queen, and was known to immediately love everyone she met. Lodi, the housewife, was 33, Mexican-American, beautiful in her slow-smiling way. Three of her four children were attending the summer school. Ley was a member of the college-student group. He was fresh from four successful high school years, recently crew-cut, ready to undo as many as possible of the evils that he felt classrooms had heaped on our kids. As the certified teacher in this group, I came with all my props down. I had spent nine years teaching without ever having accomplished to my satisfaction the kind of classroom climate I thought was the best for learning. I was determined that this summer's experience should be the springboard to a new "me" in the classroom from here on in.

So there we were. I hoped we could operate as a team, giving the very best that each of us had to offer to make this an unforgettable and vastly rewarding experience for our children.

It was rewarding. I can in all honesty say it was the most stimulating, challenging, and at the same time frustrating situation in which I have ever been involved. So much experiencing and learning constantly took place -- and it was so strangely different from the pattern I had pre-cut -- that while it was happening, I did not recognize it for what it was. I believe the teaching team share this feeling. We can look back now after six weeks and think about what happened. Seeing it, and stating it honestly, is a demanding and painful task. We have had to admit that we can be only partially objective -- that we were all so deeply involved that it is hard even now to say, "This is what really happened. It isn't what we thought would happen at all, and we could say on the basis of that, that it was not successful or good. But that would not be true. There were some good things. We may not know what far-reaching effects there are for a long time to come, but something has really been started here." And this is how it happened. This is how we saw it.

The busses lumbered up to eject 200 children on the first day of summer school. In a few short minutes twenty-four of those children had sorted themselves into our classroom and were waiting with uncertain, questioning eyes to see what was going to happen to them. We pulled names out of a "hat" and they had a teacher. They moved, then, in clusters of six to different corners of the room -- except Mac's group. Mac had not arrived, and with some confusion, his children were temporarily assigned to other groups. Diana had chosen a corner and arranged the tables so that her children sat around facing each other. They talked briefly, and then Diana asked them what they wanted to do. Some said they'd like to play with clay. They scurried to pull boards from under the sink, and were immediately deeply involved. Lodi talked very quietly with her group, and they were soon making pictures. Ley had been in animated conversation with his children. I heard questions like, "You came here hating it (school), right? Is there any way we can make you like it? What do you like to do in school? What do you have trouble with in school?" The children responded eagerly, and he added, "This is going to be a time for you to learn what you need to know. First of all I want to get to know you." They talked a few minutes longer, and then some of his children were busy reading. The rest of the group joined in the clay activity. One little girl heartily disapproved of the "babies" who wanted to play with clay. She called them a "bunch of dumbies", but they happily went on with what they were doing and did not react to her comments.

Mac arrived at 9:45. He had had a transportation problem. I explained to him how we had divided the groups, gave him a list of his children's names, and suggested he could call them together now, or let them go on with what they were doing until after recess, which was close. He decided on the latter course, sat down at his desk (the teacher's desk was Mac's by choice and began drawing a picture. A few of his children came to stand around him. I heard him say, "The first thing I want you to know is my name is Mr. Lewis." One child questions, "Mr. Lewis?", and he repeated the name. It was very important to Mac to be "Mr. Lewis." We had introduced ourselves as Ley, Diana, Lodi and Lynn, and really tried in those first days to remember to call Mac "Mr. Lewis" in front of the children. We forgot though, and he must have felt differently, because he soon became "Mac" to everybody.

Recess was orange-bar time. At 10:20, when I returned to the room, orange-bars were still being eaten in the corridors and inside. Mac was sitting by the window watching Ley's children working math at the chalkboard. They were racing to see who could write the problem and complete it first. In the resulting uproar, I could barely hear Diana say, "Get in line and let me see if everybody is here. We will go outside and talk and then we will figure out something to do." She reported later that she had taken her cluster to the auditorium where they had spent almost an hour talking together. The children had told her what they wanted to learn, how they felt about school and much about themselves. (This pattern was to continue through the whole summer session. The real "getting to know each other" took place in the cluster groups rather than in the total class meeting. The children shared themselves and their feelings and needs only with their teacher.)

We ended that first morning with a "group meeting." Chairs were set up in a circle around the "H" formation of tables in the middle. After we had begun talking, one little girl wanted to speak and could not be heard. It was suggested by someone that we move closer together. In doing this, some moved into the middle to sit by the tables. One little boy put his chair up on a table, saying, "The king sits up here." I started the group meeting by saying that we were sort of a family together, and that we might help each other by talking things over. Then I brought up the term "community", and asked if anybody had heard that word. One boy said, "That's a city." Another said, "That's a place they build missiles." Ley explained that a community was a place like Perris, and that people live together and try to work things out in a community. We wanted to do that in our classroom. At that point the children had nothing to say. They did not respond to the hypothetical situation I injected regarding a child who cheated on the playground when I asked, "How could we help that person?" The teachers began to ask other questions, then -- "What do you like about school -- or dislike?" There were lots of answers, but the talk did not turn into a discussion. For the last few minutes, the children returned to their teachers for a brief planning session. And then the busses appeared again, and the children left the room, carrying pictures they had made and papers they had done to show at home. Our Project was under way.

The days followed then, in rapid succession. On the third day children were reshuffled to ease an over-enrollment in the grades below us. We sent 14 of our children to the next teacher, and our class was filled in with younger ones. Already such strong feelings had developed in the group that there was much unhappiness at the change. Teachers who had begun by getting to know their children thoroughly were forced to begin on a "first-day" basis again. During that first week we administered an achievement test so that we might have some criteria for judging academic movement. The children took the test without much complaint. They seemed to feel very secure, suddenly, with a desk, a paper and pencil. "This is the way school is supposed to be," they were telling me. They must have been searching for limits and framework, just as we adults were in the face of this great vacuum of freedom.

The teachers discussed cross-age teaching with their children, and arranged either teaching or learning situations for those who wanted to try to help a younger child, or wanted help from an older. Many children did not want either, and did not take part at all. Those who did not worked with their cluster teacher or with peers while the others were away from the group. The teachers soon found it was difficult to observe the cross-age teaching, which was taking place in several different locations for their three or four children, and at the same time be responsible for those who were with them -- so that observation and evaluation of the teacher-pupil process was seriously hampered.

Lodi and Diana very quickly adjusted themselves to teaching. They began, and continued through the term, to work with their groups in a fairly "scheduled" way. They changed activities as often as the children felt the need to do so, and alternated academic tasks with movement or talk or play. Diana had a way of "thinking ahead" of the children, and helping them to fill every moment of their time. For example, one morning they had a ten-minute tea party while she was preparing materials for a project which was to follow. Lodi listened to and chatted with her children as they worked. She brought a set of dominoes and the children became intensely involved in figuring out their scores as they played. She would not let them give up easily, and probed them to look at all the possibilities when they said they could not "play." Her group was boys, and they wanted to build a fort. They did so, after considerable planning, in about an hour. For several days following, they used the fort for play, and learned with Lodi how to bandage cuts and take care of hurts.

Ley's group wrote a letter to the Dodgers and asked if they could have tickets for everyone in the school to attend a game. Before very long an answer came, saying that there would be 100 seats available behind home plate. Ley saved the letter until his group was together, and then let Gene open it because he "needed a little lift." He had just had a fight with the first-grader who was his student, and was pretty unhappy about being a teacher. Gene could not read the letter, and Ley said, "Guess we need to learn to read so we can tell what they're saying, huh?" Ley evaluated his teaching later: "I was trying to throw out everything -- any way that I was ever taught in school, or any way that I knew about teaching, and I was trying to start from the beginning and get to know the kids and then see if I could think of something new in my mind that would get an idea across to the kids to try to teach them how to read and stuff like this. And I tried that, but I ended up using a lot of things that ordinary teachers...use."

Mac never actively approached his children. They would gather around him, and he would listen to them read, or write out arithmetic problems for them to do. "They roam around," he said. "(I) let 'em get up and roam around a little bit. I don't like to just keep 'em here at the desk all the time, or take 'em outside. They want-a do something else in the room, so I let 'em, you know, get up -- so that kind of roamin' around's all right with me." His approach terrified me- but I found myself thinking at the same time, "Maybe he can do something with these kids that none of the rest of us can do."

The close relationships between teacher and student grew. Ley often rode home on the bus with his children, ate lunch with them, and stayed part of the afternoon. Mac knew the families of several of his children, and knew how to "deal" with the child as a result. Diana and Lodi were acquainted with families, too, and we spent much time in our teaching-group meetings discussing children's problems in the light of their home situations, and thinking of ways to help them feel better about themselves.

We spent some time one day at a wholesale toy outlet, and each teacher bought things for his or her group. There were toy dishes, books to color, paper dolls, cooking sets, word games, wooden airplanes to put together, and model cars. Once the model cars were brought out in the room, there was no attention given to anything else. They even began to appear in other rooms, much to the teachers' consternation. The children were inordinately proud of their "creations", and could hardly wait to finish them so that they could take them home. I think much of this material, the use of which bothered me as a teacher, might be justified only because it was such a singular experience for these children to have "things of their own."

A university station-wagon was available for use on the Project, and was used for numerous field trips. The groups at various times went to the Riverside Museum, the school library, San Diego Zoo, the park, a swimming pool, picnicing, to the beach and the baseball game, the Potato Festival, shopping at the Plaza with a quarter to spend --- and each trip widened horizons for children who had never before been out of the Perris Valley. They returned breathless and excited, and made pictures and tape recordings about what they had seen.

The class group meeting was ineffectual. The time for the meeting had been rescheduled with the "new" class to take place immediately after the morning recess. The furniture had been rearranged in the room so that a space large enough for our circle was available without any furniture in the middle. Chairs were set up just before the recess, and we began gathering for the group meeting at 10:20, hoping to begin it punctually at 10:25. Always there were still orange bars in evidence. Some children, like little squirrels, gathered sticks and played with them during the meeting; others had models or crayons or rulers in their hands -- things distracting to the group. Assistant teachers were usually on time, but not consistently. The children came a few at a time, and sat in the circle, but would leave again to get a drink, run outside, or to another part of the room. It was a casual "coming and going" process for the first ten minutes for some, and for others an active withdrawing to the playground or the corridor. Consultants and Change and Development Team members observed, made suggestions, tried to help. We were not able to change the tenor of the meeting very much -- most often the "anti-school leaders" in the class reigned. On occasion, one conforming little girl could whip the group into an interest in a problem, but usually the talk centered around such remarks as "Why doesn't Isaac join the group?" It was thought by our consultant that more total group experiences might supply material for our group meeting, and give the group a feeling of involvement. At one point we attempted such an experience. Ley and Mac were going to arrange games each morning before recess. The first morning nine children took part with Lodi and Ley. Mac called needed numbers from a bench at the side of the playground. The second morning there were about six. Children who did not want to play were in and out of the room. There wasn't a third game time.

The lack of limits and structure -- and direction -- were a constant threat to me. Lodi and Diana stayed with their children, set expectations for their behavior, and generally held them to it. For the most part, though, school had become a place where one could do "whatever he wanted to." Mac was not bothered by the situation. Ley thought we should set some limits, but that the children would work their way to others. I hoped the building would still be there when the children decided it was not a good idea to walk on tables and chairs and hang from the doorway. And I hoped they would survive the daily scuffles and fisticuffs. At one point I broke under the pressure. I had returned to the room following recess to find some of our boys and a child from another room fighting with rulers, pencils, bodies. I sat down in the circle, and was joined by one of the children who had been fighting. He started to talk to me, and William, the boy from the other room, grabbed him and began fighting again. My notes from that day describe what followed: "I pulled them apart, and as I did my anger grew to the extent that I stood up, picked William up, carried him out of the room, set him down on his feet, and pointing to his own room, said 'Get out of our room, and don't come back.'" I thought about that during the group meeting, and about the amazed, thwarted look on William's face. It began to hurt more and more, the memory of that look. I read it to say, "All you grown-up people have been telling me all summer that you love me and want me to feel good about myself. But you don't really mean it. You only love me when I behave the way you think I should." After the group meeting, which was strangely quiet that morning, I went to open the door and found William outside. He said he had come back to apologize to "that boy." He began crying. So did I. Tim was sent for and listened noncommittally to William's "sorry" words. A crowd gathered to watch the tears. Mac was beside me, and I issued a plea for help: "Mac, I can't handle these kids. Will you help me?" He said he would, in his best "Miss Lynn" voice, and I took my emotions to a hiding place.

Mac described the situation later: "Well, when I walked in the room, Larry and William and Timmy, is that his name? Tim, uh, you know, they were fighting over some ice cream, and Larry took the ice cream, uh, I don't know what he did, but Tim give... Tim took the ice cream and give it to Larry and Larry wanted to fight William, and so William got mad and started hitting on Tim, and they was, you know, sitting next to Mrs. Lynn, and Miss Lynn, I guess she must have got angry, you know, and just grabbed him and took him out, or took him outside and told him not to come back in. Well, see, that didn't bother me, 'cause, you know, she's got a right to her opinion, the way she think and the thing she do, and you know it didn't bother me. I just looked. But I did -- it was all right for William to get Timmy 'cause I think Larry and Tim was wrong, so afterwards, you know, I was in a -- we had a little jam session wid-uh -- Clara, and I heard someone crying, you know, and I didn't pay no attention, and then I seen Sue (assistant teacher) out there, she's about to cry, so I heard her say 'William,' and I got very concerned, and I went outside to see what was goin' on and he was crying, uh, for what happened in the classroom. So I went back inside, didn't say nothin', and pretty soon, you know, he just got awful, Sue couldn't do nothin' wid him so I went outside and I thought I could do somethin' with him 'cause I had dealin's with him before, and I know way he act, thing to do to him. And I coaxed him in a lovin' way -- uh, just about any person when he's crying, he wants someone to talk to him -- so I started to talk to him, and Charlie came over to help me, and I told him I don't think he was wrong but he should go apologize, and that was all. (After that) everything was all right. Nothin' happened. I think she (Lynn) felt awful. I don't know how she felt about that, but when she, you know, when she got angry and approached him in an angry way, well, she felt bad because, you know, because she, well here's the way I look at it, because she didn't have no dealin's with him, she didn't know how to deal with him, and I did, because she asked help from, you know, she come up to me and asked me to help her, so wasn't nothin' I could do."

That was a key to my relationship with Mac -- to helping him bring out the things he could offer to his boys and girls. I had asked for his help. Perhaps had there been a longer time for us to work through things together, to begin to fully understand each other's pattern of thinking, we might both have made some real progress.

During the last week of school, we administered our "post" achievement test. We brought back desks which had been moved from the room and seated the children in a formal testing situation. Some of them were "with us." Many were not. All during the school session their feelings and wishes had been considered, listened to. Now they were telling us, "You can't suddenly ask us to do something we don't want to do and expect us to do it. We might do it if you'll change a little bit, too -- if you'll help us make this test our idea, help us understand the importance of it. But you can't just say to us, 'do it,' and expect us to knuckle under as we did before. Not now."

So that's what we came out with at the end of the summer school. There was change, lots of it. There was Tyrone, who said the first day of school that he wouldn't "teach any white kid." Two days later I saw him happily working with a little first-grade boy. Caucasian. And Ramon, who would not talk to Diana or the children at first, but who, on the last day of school, wouldn't stop talking. Larry, who in Ley's words, "...tries to break up fights sometimes, and tries to keep from gettin' into fights -- in the beginning he was...always right in there..he wouldn't even think about maybe not fighting."

The children changed, some in ways that we could see, and in the final analysis, we changed a little ourselves. That wasn't always obvious, either. Ley said, "...I don't know how much Lynn's changed...'cause she says in the group that she's changed a lot about some things this summer, but I don't know, she's still...talkin' with other teachers, and so she says, 'I don't like this stuff of kids standin' on tables and walkin' on chairs, that still bugs me' -- you know -- I think she could have been a little more open to that if she had changed. I don't know -- it's hard to say. You don't know how much she's changed until you see how she teaches again. When she teaches her kids in the fall, whether she teaches any differently or not."

That will be the answer. "We may not know what far-reaching effects there are for a long time to come, but something has really been started here."

CHAPTER XVI.

A DAILY CLASSROOM EVALUATION

by

Joseph Denhart

- Introduction
- Rationale
- Procedure
- Subjects
- Apparatus
- Results
- Discussion
- Conclusions

A DAILY CLASSROOM EVALUATION

by

Joseph Denhart

Introduction:

In this paper I will discuss how a specially designed evaluation questionnaire was used in a class of economically disadvantaged children. As an adult, I have found that it is of great personal value to set expectations or consider the bases that need be covered during a day and then at the end of the day to look back upon these expectations by observing, in retrospect, the activities that either helped or blocked my effective completion of my set expecteds. It was my intention to introduce this same principle to the children. Evaluation papers were filled out daily by the children directly before school began and again after school ended throughout a six week summer school session at the Val Verde Elementary School. The evaluation was designed so as to become something that the children would enjoy taking and would actually look forward to as a systematic almost automatic habit. As it turned out, the children did automatically adapt to setting expecteds for each day at school and then when school ended the children took another evaluation which enabled them to look back at the school day they had just completed in relation to their morning "expecteds." One reason the evaluation became automatic for the children was that it was specially designed so as to be taken in a simple, enjoyable manner. The children were not forced to complete the measures at any time during the summer session and for the most part they did complete the evaluations in a regular manner. To my knowledge, this is the first time such an attempt has been made to enable elementary school children to systematically judge their day at school.

Rationale:

The evaluation sheets especially created to be used during the summer school program were designed in relation to the seven following rationale:

1. To motivate the children to focus on what their day would be like.
2. To set the children up as being partly responsible for their day at school.
3. To have them look back at their own success or failure concerning their completion of their morning expecteds.
4. To further our personal understanding of the individual children and their special needs.
5. To assess any different influence that each of four different teaching assistants would have on the children within their respective cluster groups.
6. To be something that the children would enjoy doing.
7. To enrich the aspect of personal learning for the children in the school situation.

Procedure:

Two evaluation forms were designed, one to be given in the early morning before school began, and one to be given directly after school ended. Samples of these special pre and post evaluation measures can be found in Figure 3 and Figure 4, respectively. The pre-evaluation measures were passed out to the children daily at the consistant time of 8:55 and the children were given 15 minutes to complete the forms. The forms were so designed so as to simplify their completion by the children in a simple and abrupt manner. The forms were taken using crayons to color one of four cartoon characters who were introduced to the children the first day of school and became familiar reference points from which to judge their daily activity in the classroom. Each child wrote the date at the top of the evaluation page, colored one of the four dog characters, which represented how the day would be, filled in his reason for thinking the day would be as the choice indicated, and then signed the page. The pre-evaluation questionnaire was titled, "My Day Will Be" and the post-evaluation sheet was titled, "My Day Was." In all other respects the two measures were identical. Both provided four cartoon characters, one of which was to be chosen to indicate what sort of day it would be or what sort of day it was. After two or three days the children became very familiar with the evaluation and most of them asked to take it even before it was passed out. One of the first things we did was to teach the children the word evaluation because they were saying "ebaluation," "evuation" and other similiar sounding names.

Subjects:

The subjects were members of a class of the UCR-Val Verde Summer School Project. These 25 children had an age range from 8 to 11 years and represented widely diversified backgrounds concerning such areas as religion, race, ethnic group family environment, and intelligence. For the most part, these children were drawn from an economically disadvantaged area in which approximately two-thirds of the families are solely dependant upon welfare for economic support. The 25 children were selected on the basis of the class they last attended, for the most part being second grade, and their achievement scores on the California Apptitude Test.

Apparatus:

The basic pre and post evaluation measures were especially designed for use with this age group. The designed measure was to be completed in a simple and direct manner by the children. Samples of both these measures are contained within Figure 3 and Figure 4 of this report. The measure was designed so as to provide an opportunity for the children to register a great deal of personal creativity. Four dogs were chosen as cartoon characters who were distinctive and new to the children and thus the contaminating aspect of past cartoon characters with familiar conventional ties was avoided. In my estimation, the measure was relatively culture pure. The four cartoon characters were introduced to the children just as real people would have been introduced. We did this the first day in a total group meeting with the children sitting in a circle by pointing to posters of each of the characters as we named them. The names were printed underneath the drawings of the dogs which hung on one wall of the classroom. As we repeated the names of the characters out loud, we discussed what each character represented or what kind of day each of the dogs would characterize. For example, we discussed a "Nitty Gritty Day" as being a day to study and work and really get down to business, when a "High Flying Day" would be happy-go-lucky, carefree, and less work or more of doing the things you really enjoy. The children caught on to this rapidly and became familiar with the characters. They liked their names, repeated them to each other and showed real enjoyment over the idea of taking evaluation measures before school started and after the school day ended. A space was provided on each measure for the date and the name of the child, but more importantly space was also provided for the child to give the reason they thought it would be a particular day or it was a particular day, whichever being the case of the measure. This was done with the completely open-ended type measure of having three blank lines with the word "because" before them. In this way the children could complete a sentence, for example, "My day will be a sad lad day because I stubbed my toe on the way to school" or something like this. The children caught on to this readily and the measure became a learning experience to the children, both academically and personally.

Results:

THIRD GRADE DAILY EVALUATION DATA

TABLE 19

Daily Averages of Group Responses
In Relation to Their Teaching Assistants

Teaching	High Flying		Sad Lad		Nitty Gritty		Sour Hours	
Assistant	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Par. Gp.*	4.17/day	4.25/day	.35/day	.30/day	.39/day	.10/day	.96/day	.60/day
DO Gp.*	2.69	2.71	1.61	1.43	.61	.33	.83	.62
Col. Gp.*	5.48	5.36	.09	.14	.17	.23	.43	.43
H.S. Gp.*	4.17	3.86	.09	.29	.37	.53	.18	.19

Mean Daily Response

*Parent Group, Drop Out Group, College Student Group, High School Group

TABLE 20

Overall Pre and Post Daily Averages
In Relation to the Teaching Assistants

Teaching Assistant	High Flying	Sad Lad	Nitty Gritty	Sour Hours
Par. Gp.*	4.21	.32	.26	.79
DO Gp.*	2.70	1.52	.48	.73
Col. Gp.*	5.42	.11	.20	.44
H.S. Gp.*	4.00	.18	.57	.20
		Overall Mean Daily Response		

*Parent Group, Drop Out Group, College Student Group, High School Group

Discussion:

The discussion of the results will cover two general areas. The first area will evaluate how well the test measure met the set rationale that were developed when it was created and the second area will reflect upon how well the measure tapped the creativity of individual children. The rationale, mentioned previously in this experiment, were all met by the evaluation questionnaire. However, the first two rationale were only partially met as the children lost their interest or motivation in focusing upon what their day would be like and tended to complete the evaluations based upon a pure feeling level. It was difficult for the children to consider themselves as being partially responsible for their success, failure, or achievements, in relation to their day at school. This could be partially attributed to their past experience with school as just being something that is there. Also they have things provided for them to a great degree and don't have to assume any real responsibility in their regular school planning.

TABLE 20

Overall Pre and Post Daily Averages
In Relation to the Teaching Assistants

Teaching Assistant	High Flying	Sad Lad	Nitty Gritty	Sour Hours
Par. Gp.*	4.21	.32	.26	.79
DO Gp.*	2.70	1.52	.48	.73
Col. Gp.*	5.42	.11	.20	.44
H.S. Gp.*	4.00	.18	.57	.20
		Overall Mean Daily Response		

*Parent Group, Drop Out Group, College Student Group, High School Group

Discussion:

The discussion of the results will cover two general areas. The first area will evaluate how well the test measure met the set rationale that were developed when it was created and the second area will reflect upon how well the measure tapped the creativity of individual children. The rationale, mentioned previously in this experiment, were all met by the evaluation questionnaire. However, the first two rationale were only partially met as the children lost their interest or motivation in focusing upon what their day would be like and tended to complete the evaluations based upon a pure feeling level. It was difficult for the children to consider themselves as being partially responsible for their success, failure, or achievements, in relation to their day at school. This could be partially attributed to their past experience with school as just being something that is there. Also they have things provided for them to a great degree and don't have to assume any real responsibility in their regular school planning.

The most potent area of the evaluation was that it tapped tremendous creative expression from the children. Creativity literally flowed as the children filled out their evaluation forms. A variety of different colors of crayon, paint, chalk, pencil, glue, paste, and even scissors were used to complete the forms. In this way the evaluation forms truly enriched the school curriculum and provided a potent outlet for the children's creativity and the registration of their feelings concerning their days at school and their personal problems. Many of the more significant papers that were filled out were followed up by asking the student, "Why they felt this way or filled out the form in this sort of way." This led to a greater understanding of the individual children. There's quite a difference between a child coloring the "sad lad" dog and putting "today we will work" for a reason and the child that colors the "nitty gritty" and states, "today we will work." Some of the children colored all four dogs everytime and circled the dog that stood for how their day was to be or how their day was, depending upon the time of the evaluation. A great diversity of expression was registered after the open end word "because" at the bottom of the page. The children wrote things about their home life, things they were planning to do at school, how they felt about their teacher, or even mentioned the evaluation itself. Some of the statements children made to "high flying" were: "Because I built models" or "Because I caught a frog" or "Because I like Dave" and even "Because Edward hit me." One of the most honest expressions was given by a boy when one day he walked into class and cut the sour hour dog with a pair of scissors, by doing this he registered honest feelings of deep hatred and anger when he first came to school. I gained deep insight into his personal problems concerning his home life after talking to him about why he cut the sour hour dog and threw the evaluation down on the desk. It was demonstrated in this case that the great value of the evaluation form was also to provide an index of the children's personal feelings. It served as an intermediatory or as an opening point of discussion to talk to the boy about his personal problems that may never have come out within the school environment otherwise. I found the children were very expressive concerning their true feelings, especially when their feelings were extreme. However, some of the children would automatically color or mark the "high flying day" dog putting very little rationale, for example just the word "happy," and sign the form. But if there were extreme feeling other than happiness the children would scribble or mark or gouge one of the other dogs and put a reason. The physical manner in which they filled out the forms were very expressive. Heavy marks drawn over the "sour hours day" dog, instead of a neat coloring job would enhance the measures.

The children had a difficult time conceptualizing the real meaning of the post evaluation form. It was a real battle to get the children to reflect back on the day they had just experienced and to recall their expecteds or the way they thought the day would be and why it was that way or why it wasn't that way. However, about 50% of the children developed the habit of "looking back," as they called it, "at their last two hours" and coloring the dog that would be closest to how they felt during those last two hours. So in this way, the evaluation did tap and provide a valuable area of feedback in relation to the children's views of how their day at school really was. In relation to the fifth rationale or that of assessing any different influence that the four teaching assistants would have on the children in their respective cluster groups the evaluation measure provided quite a valuable index to demonstrate the difference in teaching styles and their effects on the children. For example, considering the "sad lad day" of both pre and post evaluation recordings the mean daily responses of the children to this dog were significantly different between the drop out's group and those of the college student's, the housewife's and the high school student's groups. Movement was also measured, as supported by the "nitty gritty" mean daily responses of the drop out's group going from .61 in the morning evaluation (before school started) to a .33 or a 50% reduction in nitty gritty evaluation choices on the post evaluations. This could be indicative that the children expected to work hard in the drop out's group a lot of the days during the summer school program and they found that they did not work hard and were not forced to work in the summer school program to such an extent as they thought they would. The high school student's group showed movement in the opposite direction when they came to school expecting to have fun or a greater high flying average in the morning with a small nitty gritty average. The movement was down in high flying mean daily responses and up nitty gritty on the post evaluations. The sour hour pre and post mean daily responses were the most consistent of any of the four choices offered on the evaluation forms. The main reason for this as I experienced it, is that the extremely moody children that would register a sour hours or angry feeling would be the most difficult to work with and to change during the three hour school day. The high flying or happy-go-lucky responses were for the most part relatively consistent also as indicated by the data tables.

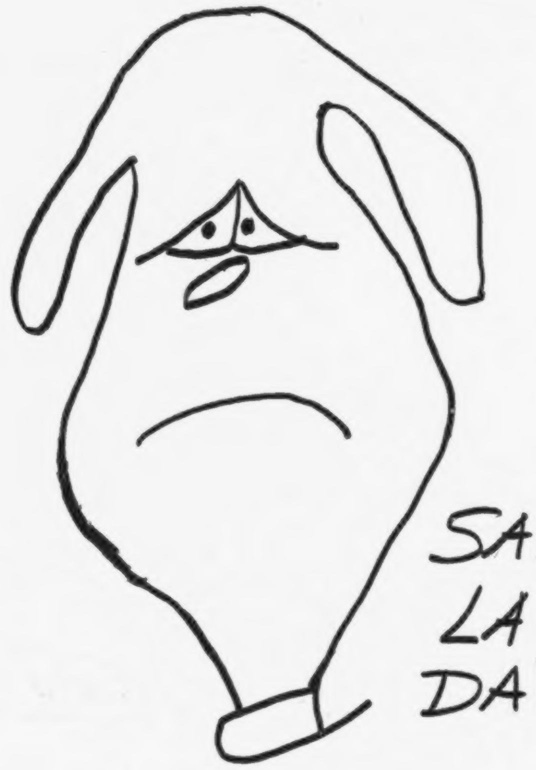
Conclusions:

It has been effectively demonstrated to me that the use of evaluations such as the one described in an elementary school situation would be of great value for getting the children to focus on and possibly assume responsibility for their day at school and also become a valuable aid for providing a source of personal understanding about individual children within the classroom. It is my belief that the use of daily evaluation forms in the elementary school would greatly improve personal relations between teacher, pupil and the families of the children if used in an unrestricted manner. An evaluation form such as the one discussed becomes an enjoyable and meaningful reference point for the children as well as a valuable source of information for the teacher. I believe that forms such as this could be used in all grade levels with proper alterations specifically adapting the measure to the age range and cultural sophistication of the children within the respective grade level.

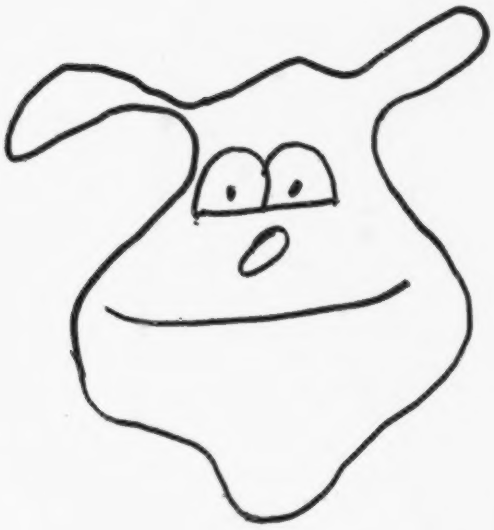
FIGURE 3

DATE: ____________

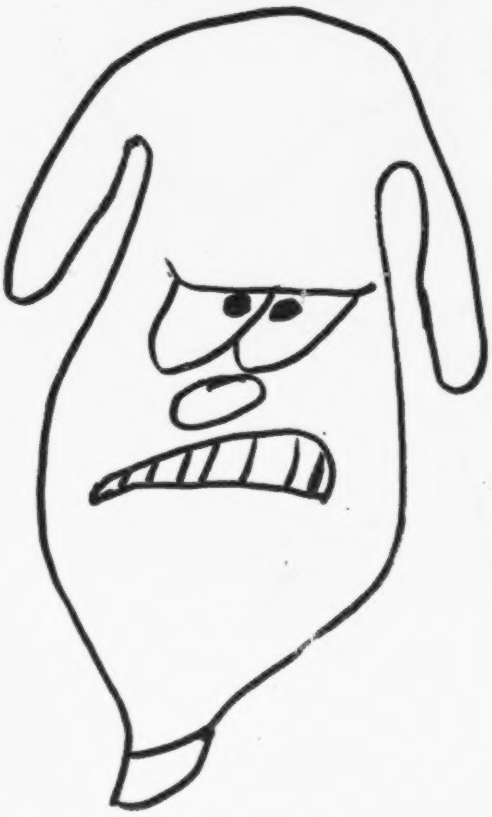
My day will be a



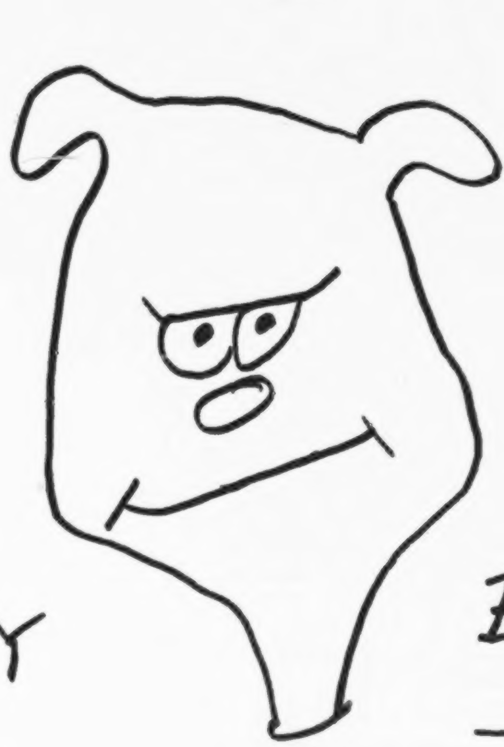
SAD
LAD
DAY



HIGH
FLYING
DAY



SOUR
HOURS
DAY



NITTY
GRITTY
DAY

Because:

____

____

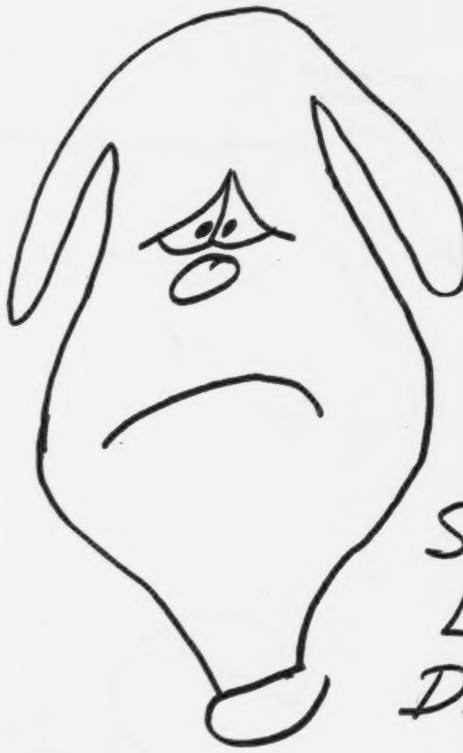
____

NAME: ____________

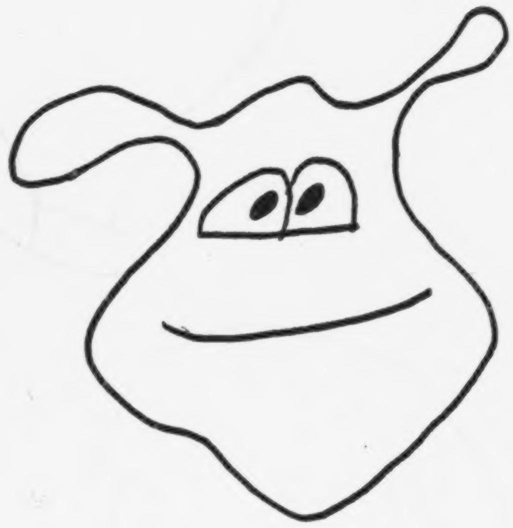
FIGURE 4

DATE: ______________________

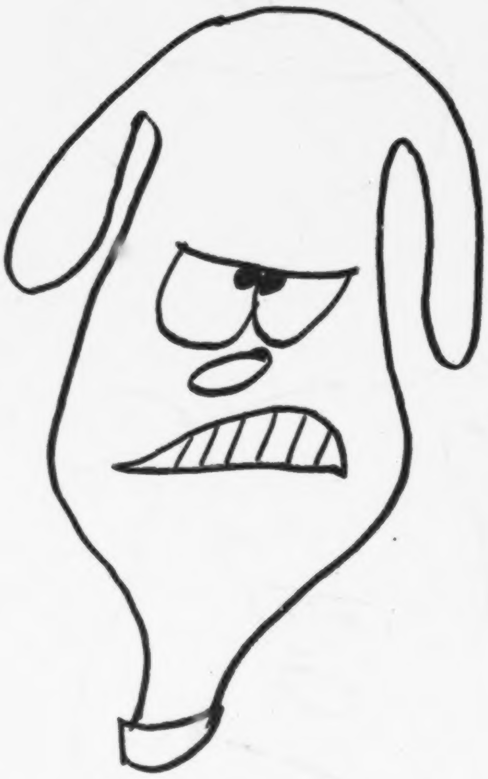
My day was a



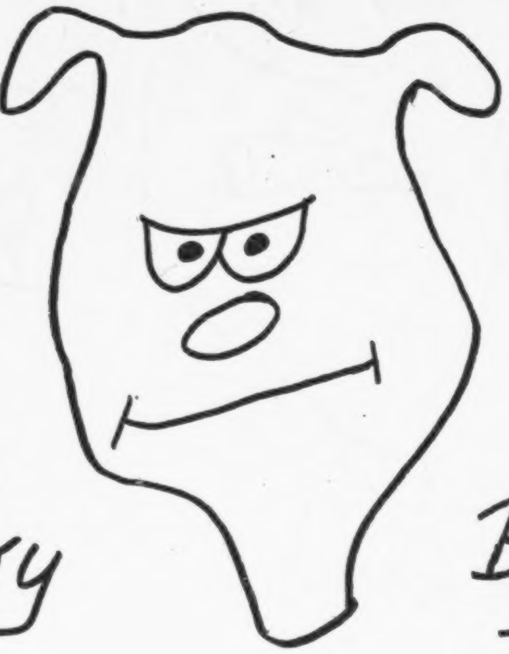
SAD LAD DAY



HIGH FLYING DAY



SOUR HOURS DAY



NITTY GRITTY DAY

Because: ______________________

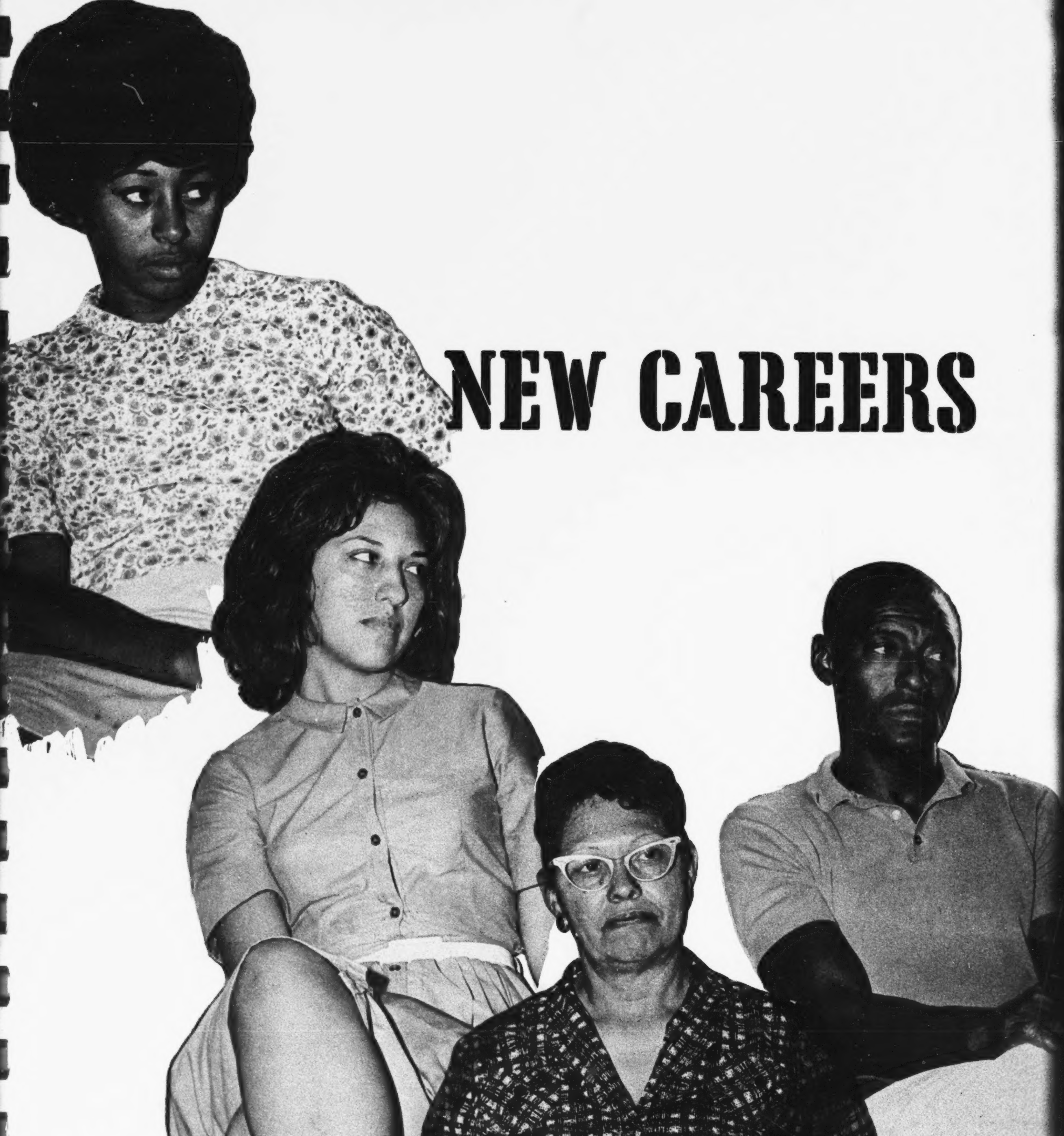
____

____

____

NAME: ______________________

NEW CAREERS



CHAPTER XVII.

PRELIMINARY EVALUATION

PRELIMINARY EVALUATION

Economically and educationally disadvantaged children frequently begin a pattern of defeat early in life which is intensified as they grow older. Their disadvantage is felt especially if they attempt to move into a middle-class, competitive world where emphasis and achievement is dependent on skills usually acquired and given recognition through formal education. Through not being qualified by education or specialized training, not being able to fill out forms, understand written documents, and take competitive examinations many persons are kept from entering interesting and self-sufficient occupations. Typically, they accept employment at the most marginal levels, or none at all.

This pattern of discouragement, fear of looking bad in strange and new situations, and not subscribing to many middle class values and practices was very much in evidence among many of the children. For the children, we saw the summer project as an "enrichment" program, which might help them become more interested in school and learning, and hopefully, increase some of their basic communication and learning skills.

We underestimated, for example, how much apprehension the children would have over taking achievement tests, although we heeded the advice recounted by Riessman (12) and others from their experiences. Many did not want to take the tests, some could not concentrate (sit still) long enough to fill them out, and many refused to be tested at all. Even though the purposes of the tests were explained several times before they were to be given, they still did not want to and registered their protests. Early in the project, before summer school began, sessions were held with the staff to acquaint them with the evaluation measures and each member was given a copy of the project proposal. The project administrator preferred more extensive achievement testing but the resident principal warned that the children would object to taking tests, and further felt than none of the standardized achievement tests available were appropriate for the children who would be attending school.

Although there was little early comment by the staff, especially the certified teachers, when the time for testing neared, many of the staff voiced their objections to testing the children. Some felt that their relationships, just established with the children would be jeopardized. They wanted the children to begin the summer school with success experiences, and knowing their feelings of defeat in academic achievement, were not enthusiastic about giving tests. Some of the staff had experienced similar frustrations in school and did not see the value of this means of evaluation.

Both staff and children registered their disapproval at the approaching post-testing and even more children refused to be tested than in the pre-testing.

Plans to have a control group did not materialize. There was a neighboring elementary school with a similar population. Pre-testing met much the same resistance as in the project school. After pre-testing, it was discovered that the summer session for the proposed control school was but three weeks, and thus the achievement test data, if obtained, would not be for comparable lengths of time in school.

We originally planned to concentrate gathering systematic data to lend some light on two main questions.

1. Are there any measurable gains in the achievement test scores associated with the children's participation in the program?
2. Are the assistant teachers equally effective in bringing about improved achievement test performances by the children? Or, when the various categories of assistant teachers (college students, school drop outs, high school students, and parents) are separated, are there equal effectiveness in achievement test scores?

Achievement Testing.

Because of a fairly wide age range among the children (from ages 4 to 14) it was necessary to use different measures of achievement. For the grade school children, The California Achievement Test (CAT) Form W, 1757 was used. The "Lower Primary" form was used for the younger children, the "Upper Primary" for the middle range and the "Intermediate" form for the older children. The pre-school children were tested with the "Operation Head Start Pre-School Performance Test" and the the kindergarten children were tested with the same adapted for this purpose by inclusion of some items from the "Metropolitan Readiness Test." We had considered other measures, the new "Stanford Achievement Tests", for example, but felt that all of them put the children at a disadvantage, expecially as many of the children were not experienced at taking these kinds of tests. After a telephone consultation with Dr. Pauline Sears at Stanford University, the Resident Principal decided that the California Achievement Test would serve about as well as any of the standardized achievement tests, since we did not have the facilities to devise instruments suited to the specific population.

The change and development team and some of the assistant teachers attempted to administer the California Achievement Test during the last week of the regular school year in May, 1965, to those children who had already said they were going to come to summer school. We felt pre-testing would give us more information about the children who would be in the project, and perhaps some clues as to how we might place the children in the classrooms. The testing was not completed, as the children became discouraged and did not want to finish the tests. Some expressed disappointment with the prospects of summer school, saying that if they were going to be tested they didn't want to come. There had been a summer school the previous summer which had emphasized creative arts and recreation.

Some of the teaching teams resisted the achievement testing strongly, that it is likely their attitudes affected those of the children. Some achievement tests were lost and of those that were considered to be usable, there is the question of how representative they are of the children. The teaching teams who valued the achievement test data, certainly had an influence on the cooperation of the pupils in taking them. The Change and Development Team did not seem to feel they had the authority and were not well enough trained to supervise testing for data processing.

The test data which was usable was processed by the Research Service Center of the California Medical Facility (an institution of the California Department of Corrections) who were sub-contracted.

Comparison of Pre and Post Testing.

The children were tested during the last week of the six weeks summer school with the same form of the California Achievement Test, to see if there were any measurable differences in test performance. For the children for whom there was pre and post testing, we compared the significance of the differences of the mean test scores. Table 21 presents these data by total battery and the subscales for arithmetic, language and reading, broken into lower primary and elementary and combining the two.

TABLE 21

COMPARISON OF MEANS OF PRE AND POST TESTING BY TOTAL SCORE AND SUBSCALES OF CALIFORNIA ACHIEVEMENT TEST

	Number of Children*	Pre-test	Post-test	Differences	Significance Level**
Arithmetic					
Lower Primary	31	50.06	49.97	- 0.09	N.S.
Elementary	26	49.73	50.62	0.89	N.S.
Combined	57	49.91	50.26	0.35	N.S.
Language					
Lower Primary	24	49.04	51.00	1.96	N.S.
Elementary	27	43.44	46.11	2.67	<.05
Combined	51	46.08	48.41	2.33	<.05
Reading					
Lower Primary	36	44.97	49.97	5.00	<.01
Elementary	26	44.54	45.12	0.58	N.S.
Combined	62	44.79	47.94	3.15	<.01
Total Battery					
Lower Primary	24	51.17	52.79	1.62	N.S.
Elementary	22	45.46	47.54	1.11	<.05
Combined	46	48.44	50.28	1.84	<.01

*N's vary as some children completed parts of the test battery.
**based on t-test

It is interesting that when combining means for the total test battery for lower primary and elementary children, the differences were significant (.01 level) and indicated that for the children who completed the testing, there was new learning in the six weeks experience that could be measured by the standardized achievement tests. The largest total differences were for the 22 elementary children for whom complete test data were available.

The differences in *arithmetic* were the smallest.

It was in the area of *reading* and *language* development that the children showed the most achievement. For the lower primary and elementary children combined, the differences were significant in both areas, reading being the greatest. In *language* improvement, the 24 lower primary children whose test results were included, showed higher test scores on retesting, but the differences were not significant. The differences of the 27 children tested on the elementary form, were significant at the .05 level.

In *reading*, the greatest significant differences were found, and here, the younger children showed the largest differences (significant at the .01 levels.

Variation Among Types of Non-professional Assistant Teachers.*

We were interested in knowing if the four kinds of non-professional assistant teachers would be equally effective in helping children learn certain basic communication and learning skills, as measured by the achievement tests. *Second*, we were interested in knowing if any variation existed between kind of non-professional assistant teachers and age level of the children. The numbers of children and assistant teachers in the test sample are so small that they do not warrant conclusions. However, they are presented in Tables 22 and 23 for information.

---

*An analysis of variance was performed on the pre and post test data. Summaries of the results are included in this report. Detailed tables of the analysis may be obtained by writing the project director, Dr. James Hartley, Director, University of California Extension, Riverside, California.

TABLE 22

DIFFERENCE BETWEEN TOTAL MEANS ON CALIFORNIA ACHIEVEMENT TEST UNDER PRE AND POST SUMMER SCHOOL CONDITIONS GROUPED BY TEACHING ASSISTANT

	Number of Children*	Pre-test	Post-test	Differences	Significance Level**
Lower Primary					
DO***	8	52.62	53.00	0.38	N.S.
HS	6	57.00	58.67	1.67	N.S
PG	6	49.67	50.17	0.50	N.S
CS	4	41.75	47.50	5.75	N.S
Elementary					
DO	3	46.67	49.00	2.33	N.S.
HS	7	48.00	47.00	- 1.00	N.S.
PG	7	42.14	44.86	2.72	N.S.
CS	5	45.80	51.20	5.40	N.S.
Combined					
DO	11	51.00	51.91	0.91	N.S.
HS	13	52.15	52.38	0.23	N.S.
PG	13	45.62	47.31	1.69	N.S.
CS	9	44.00	49.56	5.56	<.01

*N's vary according to number of children completing tests
**t-test between correlated means; corrected for correlation.
***DO (Drop Outs); HS (High School Students); PG (Parent Group); CS (College Students).

Table 22 presents the total mean test scores by category of non-professional assistant teacher. Only when the lower primary and elementary scores were combined, was there a significant difference (.01 level) and this was for the college students. The mean test scores for the children working with the parent group and the college student group were considerably lower on the pre-test than for the other two groups and the movement was greatest for the college students. In the lower primary scores, the four children working with college students made the greatest gain, but were still testing below the 20 children assigned to the other non-professional assistant teachers. Means of the test scores for the five elementary children assigned to the college students did not begin as low as those for the parent group, but the children, on post testing, achieved higher mean test scores than the other 17 children. When the mean test differences of the lower primary and elementary children were combined, the differences for the nine children assigned to the college students were significant at the .01 level.

As the largest significant differences in achievement testing were in *reading* (see table 21), we were interested if there were any variations in type of non-professional assistant teacher. Table 23 presents the mean test score differences in *reading* according to type of assistant teacher.

TABLE 23

DIFFERENCES BETWEEN MEANS OF READING SCORES OF THE "CALIFORNIA ACHIEVEMENT TEST" UNDER PRE AND POST SUMMER SCHOOL CONDITIONS GROUPED BY TEACHING ASSISTANTS.

Reading	Number of Children*	Pre-test	Post-test	Differences	Significance Level**
Lower Primary					
DO***	12	49.00	51.83	2.83	N.S.
HS	8	46.38	56.00	9.62	<.05
PG	9	43.11	47.56	4.45	N.S.
CS	7	38.56	43.00	4.44	N.S.
Elementary					
DO	3	46.67	49.33	2.66	N.S.
HS	7	48.00	47.00	- 1.00	N.S.
PG	9	41.22	42.11	0.89	N.S.
CS	7	44.43	45.29	0.86	N.S.
Combined					
DO	15	48.53	51.33	2.80	<.05
HS	15	47.13	51.80	4.67	N.S.
PG	18	42.17	44.83	2.66	N.S.
CS	14	41.64	44.14	2.50	N.S.

*N's vary according to number of children completing tests
**t-test between correlated means; corrected for correlation.
***DO (Drop Outs); HS (High School Students); PG (Parents Group); CS (College Students).

In *reading* for the primary group, the eight children assigned to the high school student group showed a significant difference (.05 level). The seven elementary children assigned to the high school student group did less well in *reading* on the post testing than on the pre-testing. When combining mean test scores for all 64 of the children tested on *reading*, the 15 children assigned to the drop outs showed a significant difference on the pre and post testing (.05 level).

Drop Out Rate.

The children, even though occasionally discouraged, worked through problems created at home and at school in the daily discussion groups. No child left the project due to loss of motivation. A few dropped out after prolonged illness, family moving from the area, or unanticipated vacations, etc. Each week a few new children appeared on the buses. Table 24 compares the drop out rate of the children with the previous summer session and with the neighboring school.

TABLE 24

"DROP OUT" RATE FOR THE CHILDREN#

	1964*	1965**
Project School	14.4%	0.0%
Neighboring School		28.9%+

*Only previous summer school held
**6 weeks program
+3 weeks program
#(Excluding absences due to prolonged illness, vacations and moving from the area)

In July, an older boy, as spokesman for others in his class, asked for an "appointment" with the project director. The children wanted to know if the summer school could be extended a few more weeks, as they were not going to have time to do all the things they wanted to. They also wanted to know if school could begin at 8:00 instead of 9:00, so they would have more time each day. This would have meant some would have had to have gotten up at an early hour, as many of the children had to spend an hour riding to and from school each day.

A systematic follow up study of the latter effects of the project on the children or staff was not included in the present proposal.* Informal impressions and hearsay from the school leads one to believe that there is more fighting among the children than in the summer session, and behavior problems are frequently referred to the administration. All these were handled in the daily group discussions during the project, and no child was referred to the administration because the teaching team could not deal with it. However, the school population is now nearly doubled from that of the summer (many families moved to this area following the disturbances in the Watts Area of Los Angeles) and there are two-thirds fewer staff.

The Staff.

Although there was no direct, systematic study of the staff, there were some anecdotes concerning some of the assistant teachers which are of interest. Mrs. Penn, one of the housewives, has recounted some of these in an earlier chapter. One of the housewives, for example, said during the project that she had come to the valley to die, but now felt that she had had 30 years added to her life to work with children. This housewife had moved to the valley from the "Watts Area" in Los Angeles, buying a small plot of ground and building a little house on it, where she lives alone with her small granddaughter. Her granddaughter often brought her to work mornings on their little motor scooter, when she could find no other way to get to work. They had no electricity in the house, and no water, having to get it in pails from the water tank near the railroad crossing. This same housewife is currently volunteering one afternoon and one evening per week to attend a seminar for the assistant teachers at the University of California at Riverside and acts as a teaching assistant in a University Extension course for certified teachers. She hoped to become skilled at role playing, for she felt this was an effective means of helping people see themselves and begin to change.

---

*Further training for some of the members of the assistant teacher groups (parents and drop outs) and follow up studies of the children has been included in a proposal submitted to the Community Action Program of the Office of Economic Opportunity.

Another housewife went through a notable change physically and attributes this to the project. Where formerly, under a doctors care on a restricted diet, she claimed she felt better than ever now and was able to eat anything. She was anxious to work with children or training other housewives, and was informally recruiting some. She has changed some of her values considerably.

The one male parent assistant teacher also mentioned cessation of ulcer symptoms and attributed this to a new lease on life he has taken. He was looking forward to getting another job working with children. Assigned to the pre-school class, he felt he had been a failure, until the first week of the regular school in the fall, when 3 of the 6 children he had worked with during the summer, had their parents bring them to his home. They had gone to the school and were disappointed when they didn't find "Jesse" whom they wanted for their teacher.

He was unemployed when hired for the project and knew of it's temporary nature. During the summer he was offered more permanent employment at a higher rate of pay but turned it down to remain with the project. He is currently unemployed and in need of work to support his family. He volunteers his time as a teaching assistant in a University Extension class for certified teachers and a seminar for assistant teachers. The class where he formerly worked in the project is overcrowded, having over 50 children in two sessions, both taught by only one teacher.

Other children have asked where the other assistant teachers are, whom they called "teachers" and still call them by this title when they see them in the community and in the town. They cannot understand why they are not at school anymore.

Most all of the assistant teachers who are enrolled in college have contacted various persons in the project and almost unanimously have registered their dissatisfaction with college. They feel their ideas and enthusiasms are not valued, and that they are primarily supposed to be recipients of "knowledge" rather than discovering through new experiences. Nearly all of them have written that they want to leave college and return to another similar project. This is a rather sad commentary on higher education, as it ought to be a highly stimulating and exciting experience for young people, especially those who want to work with people and ideas and who could themselves be participants rather than recipients in new learning experiences.

Summary.

As one method of evaluating the project, interest was in knowing if the experience would reveal any measurable and significant differences in performance on a standardized achievement test. Concern was primarily with fundamental skills of reading, arithmetic and language development. Second, was there any variation among test scores of children working with the four categories of assistant teachers?

In addition, does the enlistment of children in the learning situation bring about indicies of their involvement?

It was not possible to obtain pre and post achievement test data on all the children in the project.

The children tested made significant overall improvements on the achievement tests. The greatest improvements were in *language* for the *older children* and in *reading* for the *younger ones*. The children made little, if any, gains in arithmetic.

An analysis of variance revealed no significant effects of the four categories of assistant teachers upon combined achievement scores, with the exception of the college students. A slight significant difference was also found in the *12 younger children* tested in *reading* who were assigned to the *high school students* and when the *reading* scores for all the children are combined, those assigned to the *drop outs* show a significant difference. The samples are too small to warrant interpretations.

The drop out rate for the total children attending the project school was rather striking when compared to the previous summer and with the neighboring school. No children left the project as compared to 28.9% from the neighboring school and 14.4% at the project school the previous summer.

None of the 50 staff hired for the project left and a number of them were pursuing formal education after the project was completed, when contacted two months later, who had not planned to do so at the beginning of the project.

CHAPTER XVIII.

~~PERPLEXITY PANIC PRAISE~~

(A Report on Visitors Impressions of the Val Verde Project)

by

Phyllis Dole and Nell Greene

PERPLEXITY-PANIC-PRAISE

(A Report on Visitors Impressions of the Val Verde Project)

by
Phyllis Dole and Nell Greene

More than two hundred visitors observed the Val Verde Experimental Summer School during the six weeks of its operation. They were from a wide range of professional interests. University classes concerned with curriculum, supervision, and administration visited. Seminars were held for them with the Project Administrators, Dennie Briggs, Nell Green, and Phyllis Dole. The largest group of visitors was elementary teachers. This would be expected as the experiment was directed toward the elementary school.

Because of the many strands of inquiry in the Project, such as, human relations, counseling, curriculum development, individualized instruction, 'olders teaching youngers', group processes, change in roles, and shared administrative responsibility, many persons other than elementary teachers also came to observe.

Secondary teachers, junior and senior high school counselors, principals, psychologists, sociologists, a university chancellor, university deans, university professors, curriculum consultants, college students, county office and central office staff, parole agents, Office of Economic Opportunity officials and many others visited the project.

Reactions to what was observed were documented on written questionnaires. Opinions of the project were both highly enthusiastic and strongly negative. Visitors reflected their approval and disapproval largely on the basis of their own expectations and biases. To secure accurate feedback from the visitors, they were not confronted directly but were requested to fill out an opinion sheet which was submitted without identification other than noting their occupation.

Some of the questions asked on the questionnaire were:

What two things stood out most?

What two things would stregthen the program?

Would you be interested in working in this Project?

What predictions would you make for the children?

What predictions would you make for the teachers?

Additional Comments.

Table 25 indicates the number and occupation of persons reporting.

TABLE 25

Questionnaires Submitted from Visitors by Occupational Groups

Occupation or Position	Number of Observations Submitted
Elementary Teachers	55
Counselors	10
Elementary Principals	7
University Professors	5
University Students	5
Secondary Teachers	3
Curriculum Consultants	2
Psychologists	2
Director of Health Services	1
P.T.A. Council Members	1
Parole Agents	1
Secondary Principals	1
Social Workers	1
Sociologists	1
Superintendents	1
Unclassified	7

Note: Not all visitors submitted questionnaires.

Approximately one half of the visitors submitted responses. From these certain commonalities seem to indicate general impressions and common perceptions. Comments were classified a priori into "positive" and "negative." (See examples in table 26) Table 26 indicates the number of "positive" and "negative" responses to the Project and the date on which they were submitted. (See tables 26 and 27)

TABLE 26

Observers' Comments
by Date of Observation
Comments generally positive +
Comments generally negative -

Date of Visits	Total Number	Positive +	Negative -
June 29	2	2	0
July 1	1	1	0
July 6	7	6	1
July 7	3	2	1
July 8	8	7	1
July 9	5	4	1
July 12	1	1	0
*July 13	20	6	14
July 14	1	1	0
July 15	4	2	2
July 16	5	5	0
July 19	1	1	0
July 20	6	5	1
July 21	5	5	0
*July 22	6	2	4
July 23	2	2	0
July 26	1	0	1
July 27	3	2	1
July 28	2	2	0
July 29	1	1	0
July 30	3	3	0
August 2	4	3	1
August 3	3	3	0
Totals	94	66	28

* July 13 and July 22, university classes visited project.

TABLE 27

Responses from Visitors to Questionnaire (approximately 50% responding)

	Elementary Teachers	Secondary Teachers	Elementary Principals	Secondary Principals	Counselors	Superintendents	Curriculum Consultants	University Professors	Director of Health Services	Lay Citizens	Parole Agents	College Students	Social Worker	Sociologist	Psychologist	Director of Instruction	Totals
Needs more clearly defined role of certificated teacher-advisor and trainer of assistant teachers.	9	0	0	0	0	0	2	0	0	0	1	0	1	0	0	0	13
Suggests program needs defined academic program. An emphasis on basic skills.	14	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	17
Sees too much freedom. Need for organization and control. Suggests structure.	14	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	16
Felt structure would enhance program.	15	0	5	1	0	0	2	0	1	0	1	0	1	0	0	0	26
Believes student's attitude toward self and school will improve because of summer school experience.	25	3	1	1	3	1	0	1	0	5	1	3	1	1	1	1	48
Predicted teachers will have deeper understanding and acceptance of students.	30	2	5	1	5	1	1	1	0	5	1	5	1	1	1	0	60
Predicted students would make significant academic gains.	3	0	1	0	2	0	0	0	0	4	0	2	0	0	0	0	12
Wants to adapt parts of project to own situation.	11	1	3	1	1	1	0	0	0	0	0	0	0	0	0	1	19
Felt human-relations aspect of program highly significant.	11	5	3	1	1	1	0	1	0	4	1	5	0	1	1	1	36
Visited classroom group meetings.	21	5	4	1	3	1	2	1	0	4	1	5	1	1	1	1	52
Indicated would like to work in project.	29	4	5	1	1	0	0	0	0	2	0	4	1	1	1	0	49
Primarily negative comments.	15	1	3	1	0	0	2	0	0	0	0	0	0	1	0	0	23
Primarily positive comments.	40	4	5	1	3	1	0	1	0	3	1	4	1	1	1	1	67
Number making observation reports.	55	5	8	1	10	1	2	1	1	5	1	5	1	1	1	1	98

The chart in table 26 indicates that approximately two-thirds of the visitors were in favor of the program. It is encouraging to have this many strong positive reactions to a program so divergent from the traditional school.

It is further interesting to note that on the dates when there was a strong negative response the visitors were largely from university classes. These people might have had a strong pre-disposition to traditional methods the very nature of which the project would be in direct opposition.

There were many suggestions which were quite similiar. These are tabulated in table 28.

Some of the suggestions and criticisms were conditions of which the project personnel were well aware. For instance, the length of time of the experiment was limited. Gains which seemed to be made by the students and which held promise were just becoming evident in the last week of the summer school project. What progress would have been made had the program continued is a matter for hopeful conjecture.

Curriculum consultants, certificated teachers and lay citizens commented on the need for stronger discipline, more clearly defined academic goals, a developmental skills program, and a reinforced role of the certificated teacher.

There were a number of positive predictions that students would make significant academic gains resulting from summer school attendance. Forty-eight opinions indicated that there would be an expected positive change in the students' attitude toward themselves and school. This would suggest that with more positive attitudes, students' success in school would be enhanced.

A number of visitors returned to observe the summer session throughout the program. Those who did, gained deeper insight into the goals and intents of the project. These observers commented with enthusiasm at the children's development in self-discipline and group planning. They observed that the students, themselves, began to evaluate their conduct and progress and became actively involved in bringing about constructive change.

Opinions vary on what schools should provide for youth. Many critics complain that school is assuming the roles which home and church and other social institutions should provide. The fact remains, however, that school can not develop youth's intellectual capacity unless attention is also given to emotional and social health.

5

TABLE 28

Examples of Comments Made by Visitors

POSITIVE	NEGATIVE
Helping the child learn what he wants to learn.	Unstructured situation. Lack of set standards.
Free expression impressive.	More guidance needed for assistants.
Feeling level of teaching.	Untidy classrooms. Need more things to do.
Breaking down fear barrier.	More direction from the teacher.
Friendliness of children.	Felt some of the assistant teachers were lost.
Impressed with Cross-age Olders-youngers teaching.	The lack of any apparent planning.
A more dynamic situation.	The room environment cluttered.
Staff enthusiasm stimulating.	I don't believe in 'progressive education'.
Children enjoying school.	They will be hard to control in regular school.
It is the most practical approach to education I have seen.	Leave it up to the teacher how assistants help.
Children did what interested them.	Lack of structured program.
Spontaneity, lack of structure.	Certain fundamentals should be covered in some form.
Freedom of children.	Attention given mostly to children who are behavior problems.
Close relationship between pupils and teachers.	Children seem not to know what to do.
Class seminars a wonderful way to work out problems.	Lack of organization.
The children weren't pressured into activities before ready.	Lack of control of the children.
A chance to relate closely with children.	Lack of enriching room environment.
Exciting things are going on.	I'd go stark raving mad.
Good participation in group.	Need an organized health program.
Allowing children to strenthen own ideas and feelings.	Involve stragglers in program.
Dedication of administration and staff.	Noise and lack of teacher control.
Younger students responding to olders teaching them.	Seems to be too permissive.

CHAPTER XIX.

AN ADVENTURE IN STATING, RELATING, AND BAITING

(Observations and Comments About a New Educational Venture -
The Val Verde Project)

by

Dr. Eva Schindler-Rainman

"AN ADVENTURE IN STATING, RELATING, AND BAITING"

(Observations and Comments About A New Educational Venture - The Val Verde Project)

by
Dr. Eva Schindler-Rainman

All the children were seated around the table. The door and windows were open -- a wind of fresh new air prevailed through the room. A discussion about spelling was under way when a little girl asked the group teacher: "How do you spell 'bean'?" The teacher, looking somewhat unsure about the word, stopped--thought--and then said to the group: "Who here can spell 'bean'?

What a wonderful teaching technique! It was used by a member of the teaching team who was a person from the local community, probably teaching for the first time in her life. Here was an example of students and teachers learning together in the most unusual "learning-teaching environment" ever witnessed by this writer.

One hundred and eighty students K-6, and 54 teaching staff members lodged in one school for six weeks! A fine sight to see indeed! There were little kids, big kids, clean kids, dirty kids, well-dressed kids, barely-dressed kids, healthy looking and sick appearing kids, bright eyed kids and sad, numb kids! There were Negro, White, and Mexican-American youngsters. Some spoke understandable English, others not--some didn't speak much at all. Some youngsters ran, jumped, and played ball--others walked slowly, some walked with verve and direction, others moved but in a "directionless" way. Some youngsters were listening to stories, others were teaching each other, still others were discussing what had happened to them that day. Some were drawing, working in clay, sewing, learning to read, singing, or learning to spell.

So much was going on -- all at the same time! Yet, the atmosphere was warm, friendly, and relaxed. Students and teachers alike seemed at ease and enjoying their various jobs and tasks. That, in itself, was unusual, for it is not considered quite O.K. in the middle class value system to enjoy your work. The first implicit and explicit statement caught by the writer was one that said: "We are glad to be here--most of the time we like each other and we are all learning a lot!"

Among the most important learnings noted was that of little and not so little human beings of varying backgrounds learning to relate to one another. Students were seeing a goodly variety of adult models--all of whom were very different from one another--yet, all of whom wanted to help children learn to learn, and learn to live more happily. The teaching teams were learning to relate to one another regardless of whether or not their real life label was: certificated teacher, housewife, parent, college student, high school student, drop-out, or parolee. Professional and non-professionals in their lives away from the project--but all paid group teachers or researchers in the project--new careers-new relationships--therefore, new learnings for all involved.

In this "working school" there were no bells, a relaxed sense of timing, a variety of teaching materials available, and teaching going on on many levels --in the classroom, on the lawns, and out on the playing field. The teachers ranged from students teaching each other to housewives and drop-outs teaching the youngsters. And there was so much to be learned--so much, so much, -- in and out of books, from and among each other.

But, there were problems too. For instance: how strict or how permissive to be with the children. The local persons who were group teachers tended to be more comfortable laying down a few rules and regulations. The imported, more middle class oriented, group teachers tended to be more lenient and permissive. What should the role of teacher really be -- should he be a member of the group, or should he be a warm, helping adult who had both authority and responsibility to be a realistic model and to help these youngsters learn to live in a school environment? Too much freedom can tie people up instead of freeing them because they do not know which direction to take. Therefore they, because of fear and uncertainty do nothing.

Another problem was the relationship of the adults to the drop-outs and that of the drop-outs to the others on the teaching team. There was much baiting by each of the other. There also seemed some lack of comfort on the part of the rest of the teaching team toward the drop-outs. Certain righteous middle class, puritan inherited guide lines got in the way of real communication. For instance a drop-out was asked by others, really baited by others, to apologize to a fellow drop-out for something. Is apologizing the only way to handle such a situation? The drop-out made it clear that in his milieu you don't apologize, but "you finish what you start." Accustomed ways of doing, thinking, and behaving became the way to act instead of being seen as one way among several alternative methods to proceed. And here then was one of the "hang-ups" noted by this consultant.

Another example was that some of the drop-outs were asked why they did not attend the team meetings regularly. One drop-out answered to the affirmative nods of the others, that the meetings just were not interesting. Should he be castigated and baited? Or, should he be encouraged to help plan more interesting meetings? The group of drop-outs were interested, interesting, reality based people. Was their full potential being appreciated and used? It was interesting to note that all the lists of staff handed to this writer listed the drop-outs at the bottom of the list. Perhaps an alphabetical listing would be better all around.

If the purpose of project Val Verde is to increase the skills and self image of all participants - students, neighbors, professional staff, and new staff - then there needs to be more training before the opening of school. This might include team training on how to function as a team, individual and group training on such things as: how to teach, the role of the teacher, the relationships of adult staff to one another and to the students, communication systems and theory with practical applications, the meaning of the school culture for those who fear or don't know it, characteristics of the community and its inhabitants, how to lead group discussions, how learning best takes place, lines of authority and hierarchy in the project system and others. The self image of all participants can only be enhanced to the degree that the member of the project feels he has a stake in the planning, programming, teaching and decision making that affect the project program. And an enhanced self image for all seems to be one of the inherant purposes of a project like this one.

What are the kids learning besides certain specific subject matter? They are learning how to relate to one another, how to be sensitive to the other fellow, a little about what makes them "tick" the way they do, how to relate to a variety of very different adults, how to develop trusting relationship with some of these adults, how to behave in school and on the bus, and something about their own strengths and limitations.

What are the adults learning? That it is not necessary to have a degree to have something one can teach others, that many persons in low income neighborhoods have a great deal to offer and that they know a lot especially about their kids, and their neighborhood. They are learning that little or no money does not necessarily mean little or no culture or little or no knowledge. They are also learning that together they can do a wonderfully inventive, innovative teaching-learning job.

Among the suggestions that might be made in addition to those already sighted above are:

1. Let drop-outs contribute more to the running of meetings - indeed sharing some.
2. Ask drop-outs for more of their ideas about teaching, about class content, about how they see their role.
3. Clarify the issue of teacher permissiveness or lack of it.
4. Have fewer visitors - and train those who do come as to their role. Visitors do change the complexion of a group, just as raisins added to a pound cake change its texture.
5. Increase pre-project training for all staff members.
6. Find a better way to group team mates, and find ways of letting mates change when they are not compatible. Team grouping is crucial to the success of a project like this one. The mood of the team is reflected in the children.
7. If group-seminars are an intergral part of the design, designate someone to take the Trainer-leader role so that the discussion relates to group-project oriented problems and does not become individual-group therapy. The purpose of these sessions is to help members become more able and more skilled, not more unsure and insecure about themselves.
8. Clarify the staff communication system and lines. After all, someone has to have final responsibility, and authority to carry out this responsibility.

The project is an innovative, courageous, adventurous and good one. Let us hope that it may be continued rather than being one of many good "staccato efforts". For projects like this can move us toward Langston Hughes, "I Dream A World".

EVALUATION

I Dream A World

"I dream a world where man
No other will scorn,
Where love will bless the earth
And peace its paths adorn.
I dream a world where all
Will know sweet freedom's way.
Where greed no longer raps the soul
Nor avarice blights our day.
A world I dream where black or white,
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head,
And joy, like a pearl,
Attend the needs of all mankind.
Of such I dream --
Our world!"

CHAPTER XX.

REPORT

by

Peggy Lippitt

Report on the Val Verde Project

by
Peggy Lippitt

The objective of the pilot project at Val Verde was to see if it were feasible to train a team of non-professionals to act as teaching assistants under the direction of the professional teacher of an Elementary School grade. The five categories of non-professionals composing each team were housewives; college students; high school students; high school drop outs and older elementary school children. (All but the elementary school children were being paid.) These represent a cross-section of non-professional resources available in many communities. If it proves feasible to train non-professionals for helping in elementary schools under professional guidance it will be one way of meeting the need for more teachers, more individual attention for children, different approaches to learning for different types of children, and a way for the non-professional to make a meaningful contribution to society in a service oriented activity. Automation will never do away with the need for people trained to help other people.

The research design seemed well thoughtout. It included measuring student achievement before and after summer school, using standard achievement tests and a control group of a regular summer school population of comparable children in the same general locality. The research team also utilized non-professionals under professional guidance.

Before the teams worked together there was a pre-training period when the professional teachers met in a group and each category of non-professionals who were being paid met in like-groups for a modified sensitivity training. A greater degree of openness and honesty about discussing concerns, fears, disagreements, hopes and aspirations should have resulted from this. It seemed like a sound way of helping them to operate better as members of a team.

For a week or so before the opening of summer school the professional teachers of each grade met with their teams of non-professionals to discuss goals, philosophy and curriculum.

It was at this point that I viewed the project. It seemed ingenious and exciting. If objective tests do not show an increase in children's learning when they have the opportunity for increased help of non-professionals it will not be (in my opinion) because it is not a good idea. It will show there are still problems in how to recruit, train and use this hither-to unused human resource. These problems can only be solved by continuous courageous experimental projects such as Val Verde.

Here are some of my concerns about problems which might develop, for consideration in planning for another time:

1. The professional teachers seemed to be in a dilemna. They wished to give their non-professional "student" teachers the benefit of all their professional skill and know-how, yet they did not want to get in the way of the "teachers in training" using their own ingenuity and creativeness. The non-professionals were in a dilemna, too. They knew there was a lot they didn't know about teaching children and they wanted all the professional help they could get. Yet in some cases there seemed to be a tendency to discount or discredit professional teaching methods in general because education is far from a perfect art. There certainly needs to be adequate training given the professional grade teacher

for the new role of "training non-professional helpers". Such training should emphasize the increased influence of the professional teacher as a teacher of teachers as well as of children; how to build a working team; how to pass on teaching techniques; how to divide the work load; how to supervise and give "at-the-elbow help" and encouragement to those whom she is teaching to teach others.

2. There needs to be time "after school" each day for the team working with each class to evaluate goals, design curriculum and performance; to spot problems areas; to plan future strategy; to determine division of labor, etc. (I imagine there was such a time built into the Val Verde design.)
3. There might be an advantage in meeting in homogenous groups a couple to three times a week to share ideas, ventilate feelings, and go over all clarification about the project. There should be someone who is seen by all as a top level coordinator available to provide leadership for these homogenous group meetings who can bring ideas from each group to the others. If one group had a meeting each day--(i.e., teachers--Monday, housewives--Tuesday, college students--Wednesday, high school (including drop-outs)--Thursday, upper elementary--Friday) this could be similar to the seminar sessions in human relations training for the older elementary children described in the cross-age project led by the coordinating trainer. Complaints, clarification, human relations, etc. could be the agenda of these sessions.
4. There should be something done about the social life of the "student"

non-professionals. Maybe a "student" community activities co-ordinator with a committee could come up with good ideas to take care of the after-hours needs for socializing as a group, and some free afternoons be used for this purpose.

5. I don't see the purpose for the meeting of the entire group every afternoon. It seemed too large to be effective. Smaller similar interests groups might accomplish more.
6. In a group of people who are trying to operate on the democratic principle there is sometimes a feeling that because "everyone is equal" everyone should be able to do the same thing or that everyone should be able to do all the jobs that need doing. In a team where one non-professional can handle a group of 10 or 12 youngsters there is also great need for a "helping teacher" who is only good on a one-to-one basis, who can interest one hyper-active child who might otherwise be a disruptive influence on the group of 10 or 12. The same type of talent can not be expected of all non-professionals. To be able to allocate the work so each has the job he is best fitted to fill is a skill and a sensitivity the professional teacher in charge of the team needs to acquire.
7. Care should be taken not to demand of a non-professional more than he can successfully handle. In line with this no non-professional should be given a youngster to help who is incapable of being helped (like a brain injured child), without letting the "helper" know what he is up against.
8. There were two drop-outs (about whom we have already shared thoughts) who might have had a very hard time succeeding in this project unless

their work load was very minimum, and at-the-elbow help was always available. I don't think a project as crucial as this one should be jeopardized by the use of unscreened personnel. But it is hard to tell who of the alienated or "problem" olders may prove to be excellent in relating to youngers.

9. If the high school students and the drop-outs were classified as a sub-college group who had meetings together (as suggested in 3.) and who had some social events planned together, too, it might help the drop-outs to feel less conspicuous or discriminated against.

CHAPTER XXI

ROLES FOR NON-PROFESSIONALS IN EDUCATION: ASSISTANT TEACHERS

The Younger Non-Professionals (High School students and school drop outs)
Housewives (Parents)
The College Students
Suggested Role Models for Non-Professionals in Education

ROLES FOR NON-PROFESSIONALS IN EDUCATION:

ASSISTANT TEACHERS

> Did anybody ever tell you something like the world was made of snow crystals? I mean, somebody says something like that you start saying, "Listen pal, you're screwed, the world ain't made out of snow crystals!" Well, you know, I used to say that too. But when the guy says the world is made of snow crystals, maybe he doesn't *mean* the world is made of snow crystals. Even if you never stuck your head in the sand and found snow crystals, so what? What is the guy reallv trying to say - that he likes snow crystals and *wishes* the world was made out of them or what? See ya gotta try to understand.
>
> David Elias

> ...if you ever want to know just how another person sees you, don't go to an adult - they won't give you an honest answer. Instead go to a child - he is too young to know the ways of society. He will give you an answer that you may not like - but at least it will be honest!
>
> Barbara Gilbert

ROLES FOR NON-PROFESSIONALS IN EDUCATION:
ASSISTANT TEACHERS

Generally the assistant teacher's role of an "aide" or sub-professional is to perform the more dull, routine, or uninteresting tasks so that the rewarding and exciting functions, those connected with involvement with people, can be carried out by professionals. In education, it has already been established that non-professionals can be useful in assisting teachers by relieving them of numerous routine duties, usually of a clerical nature. Some schools use aides to correct papers, take attendance, collect lunch money, run errands, and assist in playground activities. Others allow aides to listen to children read under the supervision of professional (credentialed) people. Los Angeles City Schools also have a "School Community Aide" who works with the principal. "Under the supervision of the Office of Urban Affairs, [The school community aide] assists school personnel on a full time basis in the interpretation of individual and community feelings and reactions toward the administration and educational offerings of the school."

The Richmond Unified School District, through a demonstration project with the Contra Costra Council of Community Services, has five "School Community Workers," who mainly serve to bridge the gap between selected elementary schools and the community. They also may deal with "in school" behavior problems of children referred to the counseling office. (13)

It seems strange that learning and involvement of adults and children in instructional activities and in interpersonal relations should be so carefully prescribed when so little is known about the processes, and when more involvement between children and adults occurs outside the school than in it.

ROLES FOR NON-PROFESSIONALS IN EDUCATION

Although using non-professionals in routine assistance to professional teachers, freeing them for more time to teach, seemed to have merit (there is, however, little research to support the effectiveness of this classroom model) especially in middle class schools, we felt the role of assistants should have greater dimension in schools for culturally and economically disadvantaged children. Creating an additional vertically immobile subgroup, such as school custodians, did not seem to us to be in keeping with trends in other fields or with PL88-452.

Two additional considerations seemed important to us. *First,* as mentioned earlier (see chapter 3), the professional teacher, usually coming from a middle class background, does not often understand the values and communication patterns (see Hess 15) of economically and socially disadvantaged children. Even those with considerable experience in schools primarily populated with such children do not always understand this. And even if understanding occurred, doing something about it is another matter. It did not seem to us that present systems in the next decade could either alleviate the teacher shortage, or that teacher training programs would be significantly altered.

Second, professional training, in this case teacher training, does not prepare educators (teachers, consultants and administrators) to adapt learning to fit needs of all potential learners. Too often a highly intricate model is imposed on prospective teachers with little evaluation as to it's appropriateness or effectiveness. Passing-failing dechotomies for students without alternatives seem to be incongruent with the purposes of education. Adherence to a code of professional values further complicates the learning transaction and puts the non-middle-class (non-conforming) child at a further disadvantage, as it increasingly screens him out of the system and he is forced into marginal levels of employment or none at all.

There are few courses offered in teacher training programs to assist potential teachers to understand human relations, to conceptualize from life experiences, to communicate, to learn in groups, to involve students as participants in learning rather than recipients, in the growth and development of socalled disadvantaged children, etc. In large part, teacher training focuses on concepts related to middle class learning patterns, with emphasis on elaborate techniques and processes. This is all superimposed in a basically authoritarian system.

In observing classrooms of economically and culturally disadvantaged children and from reading Reissman (16), we were convinced that new approaches (experimentation) were in order in the classrooms and that disadvantaged children's active approach to people and to situations needed to be exploited in learning situations.

With regard to non-professionals working in the school, we felt that disadvantaged people, might have unrecognized skills which would be discovered and further developed to enhance learning. Certainly parents in the neighborhood who had raised several children would know a great deal about their development. School drop outs might have a wealth of knowledge about aspects of formal education which were not effective or interesting for children. High school and college students, especially active ones, could offer both clues to more effective learning and means to implement them. They might not yet be committed to tradition and should have enthusiasm and flexibility needed to try new things. Perhaps some of them would want to become teachers. Children both look up to and fear older children and young adults. How could we utilize positive aspects of the perception of young children and establish relationships that would produce mutual endeavors in education?

The 32 non-professionals entered the project with certain expectations regarding their jobs. They had assumptions regarding both adults and children.* Many of the youthful members had brothers and sisters, and all the older members had children of their own - two were grandmothers. They had varying amounts of exposure to formal education - some in the "Watts area" of Los Angeles and some in the South. Some were idealistic in their espectations for children and very creative in both teaching approaches and in content. Many had stereotypes regarding teaching and learning similar to those frequently held by educators.

The certified teachers, the administrative staff and the change and development team, also brought expectations and biases into the project. Concern over professional values, and how far to go in new directions (avant guarde vs. rear guard), the mandate for new approaches and not more of the same set by PL88-452, and anticipated reactions from the community, all were evident as the project began. Then, too, the children who volunteered and were excited about coming to school, came with expectations. Many wanted to be "teachers" and many wanted teachers. The twelve fifth graders who had worked with the two parolees in teaching first graders had influenced many other children to want to come and be teachers in the summer school.

Each of the 32 non-professionals had to work out a way to function on the job, since there was little concrete experience to draw upon. They each had to find ways to relate to a variety of adults and children, find job satisfaction, learn to work in a setting with a minimum of privacy, as each person's work was being observed and studied (researchers and visitors were watching constantly) and talk about their feelings and behavior in the open.

---

*Most of the non-professionals (59.3%) were under age 25, over one-half (59.3%) were members of ethnic minority groups, and 56.7% were female.

The teaching teams had a high degree of freedom to experiment with both teaching approaches and content for learning.

Not all of the 32 non-professionals, hired as assistant teachers, were able to consistently function in their roles. For some, it was a difficult task and required a good deal of patience and effort on the part of the entire staff. The youngest members of the group (the school drop outs and high school students) seemed to have the greatest difficulties in working out a role that was compatible to everyone. The college students initially seemed to find a role easily, although the roles varied a great deal among them. The housewives took to their responsibilities seriously. They had all reared children of their own and had an idea of how to procede both with "teaching" and in relating to children.

The Younger Non-professionals (High school students and school drop outs.)

An elementary school is a curious paradox which is designed *for* children *by* particular adults and it attemtps to withstand external pressures from parents and others. Introducing adolescents and their ideas and behaviors into the structure jeopardized the sometimes precarious equilibrium between adult and child. High school students, still in the so-called formative years and beginning to question many adult ways, were expected to provide one kind of positive human relations experience with the children, to give the children a more attainable role model and possibly to assist them with skill development. Seeing older persons still struggling and changing, rather than being "all knowing" as most adults are to children, we thought, would help to encourage children and make them not feel so helpless. A secondary aim was to offer students of high school age some early, direct acquaintance with children in school, hoping they might want to consider becoming teachers.

Six of the eight *high school students* were recruited from the community and resided at home during the project. Another came from a nearby community and also continued to reside at home. The eighth came from the east coast - this being his first extended experience away from his family. Six were girls.

The high school students as a group, were characterized first by their efforts to imitate and later to break away from teacher and adult influence, especially in suppressive and moralistic areas. Development of a role in the classroom was difficult for them and they chose mainly to mimic teachers they had known and other significant adults. Some early, and others later in the project, began to rely on their own interest areas and began to show creativity in their relations with the children and in learning activities.

Second, personal feelings and interpersonal relations with other staff members became increasingly apparent and absorbed much of their energies. They became involved in experimentation in their own relationships and struggles to become emancipated from their families and from their backgrounds. The school drop outs and college students, some having gone further in transitions to independent status and having developed some strong convictions, provided a good deal of the impetus for the high school students movement. Table 29 reflects some of these feelings and situations of one high school student as taken from his account of his experiences in the project.

EVALUATION

The excerpts from this high school student's narrative also illustrated vividly the need for someone to talk to, which many of the children experienced. And it underscored what Bettelheim has termed "the problem of generations." (14)

TABLE 29

RECONSTRUCTION OF ONE HIGH SCHOOL STUDENT'S INVOLVEMENT IN SUMMER SCHOOL PROJECT

Pre-Project (Expectations)	*Observations*	*After thoughts; New Expectations*
1. A lot of times I felt kind of pushed, like people were saying do it or if you don't do it at least feel guilty. Especially in school where I resented teachers pushing a lot of facts down my throat. So I always put teachers down. I had been pretty bored at school and bitter about things.	Val Verde was a pretty good set up the way I saw it.	At the end I thought I learned a lot about me and I was kind of sorry to leave with a lot of revolutionary ideas on how to get kids interested and motivated and I saw the project as my stepping stone to teaching success and enjoyment. So now that I have to go back to high school, I don't know whether to be bitter or not.
2. I didn't get along too well with people because I didn't talk to them and when I did say something it was sarcastic or something.	I felt kind of happy about the project because the people were pretty neat and, you know, they were all nice to me and interested. So I went to this meeting the first week with the high school students and I got along with people pretty well. I started having problems with people - I didn't want to be in the high school group and they tried to "group me" but I didn't say too much. I felt pretty lousy about things I wasn't sure of myself and I was pretty down.	But it only lasted for awhile. I was depending on them for companionship and friendship and security and I decided I didn't want it. So I broke away. I didn't talk to any of them for a long while. I was only close to one. I couldn't understand the others. I didn't attempt to understand a couple. I guess I sort of gave up. I had other companions. Something I learned. I always noticed that I was different from everybody else. So I didn't get along with people, peers.

TABLE 29 (Continued)

RECONSTRUCTION OF ONE HIGH SCHOOL STUDENT'S INVOLVEMENT IN SUMMER SCHOOL PROJECT

Pre-Project (Expectations)	*Observations*	*After Thoughts; New Expectations*
3. I wanted to be independent.	I was pretty discouraged about the way things were going in the classroom and I started being depressed and gloomy with a long face and the whole bit. I felt lost, like what am I doing here? I was confused, you know? A lot of things that I thought I would have responded to in the classroom turned out - I changed my mind or the kids changed my mind.	I saw being conditioned to authority hindered me since I was ready a lot of times to start beating the kids on the head instead of understanding them. I never considered myself as a high-school student in the classroom, just me in the classroom.
4. One thing the project was supposed to do was, you know, change you.	I'm not sure yet but I think I might have changed a little there. I mean I didn't escape, I withdrew, but what I mean is, I used to go up to my room at home and read and that was kind of escape, but I didn't want to read anymore, I wanted to talk. [talked with 2 high school girls] I guess when we talked I was helped the most. I still don't talk very much but still more than usual.	I don't think my thoughts changed, only certain actions. What I was talking about was this secret desire I always had to talk to somebody. When I finally felt lousy enough about things I found out that I could talk to people.
5. I had all these ideals about what school should be like.		My ideals were reinforced you might say.
6. My father was showing me things I should read; I was pretty excited about it all.		

The *school drop outs*, were youthful and a rebellious lot. They had endless amounts of energy and their learning styles and interpersonal relations led to difficulties in their working with other staff. Their primary mode of behavior was action and their attention spans were relatively short. Their chief method in relating to people was direct, with few of the more subtle means which adults and especially more highly educated ones use. They were also quite authoritarian in their dealings with children and had limited methods to cope with their own interpersonal tensions.

We felt they could add an important learning experience to the project both for the children and for the other staff. For the children, we hoped they would become an important link with other adults. Their learning styles were more like those of the children in the project school, and thus the children could be expected to identify with them more readily than with some of the others. As the drop outs changed, and developed longer attention spans, greater tolerance, and more respect for school, we felt the children would gain more hope and want to change their own identifications and interests.

We saw the school drop outs as important members of a teaching team and hoped that they would develop some unique ways of relating to children. We also hoped that some of them would have success experiences with education and might want to go on to work with children in schools.

The school drop outs mainly saw their role as a *friend* to the child, and initially did not have many expectations for engaging in teaching and learning activities. Three of the females early broke their identification with the drop outs as a group and became closely identified with their teaching teams. They became highly involved in teaching their small groups of children. They learned many traditional methods from the adults to teach fundamental skills of reading, writing, spelling and arithmethic and showed considerable satisfaction with their attainments. Two of the boys became interested in working with children, especially older boys, in experience-centered activities. One for example, dismantled an automobile engine with a group of boys, and they became quite involved with him. Likewise, he got considerable satisfaction from his success experience with them.

It was difficult for the school drop outs to make adaptations to the adults. There was some effort on their part to compromise and also on the part of the adults to become more tolerant. The need for more effective working relationships was a major topic considered in our daily seminars. However, some refused to go to their team meetings, maintaining they were not interesting, there was too much "teacher talk" (i.e. discussing one particular child, and various teaching-learning techniques), and were unable to control their restless energy in sitting in meetings in the hot afternoons. They also felt uneasy as the children left each noon, and the activities of the project became adult-centered with less action. In the daily seminar, it was often difficult for them to maintain the thread of the discussions, as they became easily bored when discussion was prolonged on one topic, when a topic did not immediately concern them, or when issues caused them tension. They were impatient with "adult-talk" and "adult ways" of talking. They wanted to get immediately to the point, and have easy, ready-made solutions to problems. They became impatient and restless when issues were not quickly solved and appealed to the administration to step in and take action.

During the course of the project, they made many attempts at change and were frustrated and easily discouraged. Even though they did not all prefer to come to the seminar, they attended with few absences. To handle their feelings, some frequently appeared to be sleeping during large portions of the meeting, and a few would on occasion walk out of it and sit outside in a car until the meeting was over.

The staff was not experienced in handling this kind of behavior and often scolded and moralized about their absences in a paternal fashion. Some of the school drop outs had little success experiences either with the children or with the staff, yet all remained with the project to its completion. Some did change their feelings toward the school and became very supportive of the program.

Table 30 is a construction of some perceptions of one school drop out toward the team of which she was a member. Her self perceptions, her development of a role model with four other adults, and her involvement with the six children are vividly illustrated.

TABLE 30

ROLE PERCEPTIONS OF ONE SCHOOL DROP OUT

Predictions	*Observations*	*Implications*
1. Self A. A friend. I would spend my whole time just building friendships with the kids. I believe in friends being able to help and everything, so I thought that this could be pretty good if the kids could have someone around that was their friend.	It wasn't easy to be friends with the kids. I went about it in the completely wrong way. I went out and tried to be a friend. I think that that is one thing I have learned, you can't set out to be a friend. So after about the first week I stopped trying to be a friend and I just, I didn't have to say anything I just let the kids know that I was there if they needed me as a friend. It got much better and they came to me. I built some pretty, well they were friendships to me; I don't know about the kids really. I was a go-between, between the kids and the teacher... If the teacher couldn't get through to them, then I would try....	I became pretty dependent upon the kids, a couple of them, and that may be bad. It is bad for me because I became so dependent on them that I would loose interest in the class if those kids weren't there...
B. Understanding. I could just relate the way I normally would. And being a drop out I thought probably I would be able to understand the way they felt.		
C. As a "Teacher." I don't see myself teaching at all. I wasn't worried about the academic part of it at all. I really wasn't worried. It (Continued)	And about half way through I started feeling threatened because I heard that the project was going to be a failure, because the kids weren't learning (Continued)	I got very depressed and I felt bad. I was angry. I wasn't fair to the rest of the teaching team and I wasn't fair to the kids. For a few days I (Continued)

TABLE 30 (Continued)
ROLE PERCEPTION OF ONE SCHOOL DROP OUT

Predictions	*Observations*	*Implications*
1. Self C. As a "Teacher." (Cont.) never accurred to me that I would have to teach, that I was expected to teach. I thought it would be real easy that we just sit down and talk and teach them all that stuff like reading and writing and all that.	anything and I took it personally. I got upset because I knew I hadn't been teaching them anything else. I was leaving all the teaching to the olders and just relating more or less.	just let everything go and said to hell with the project. I'll just live here and wait it out. But then I decided that was no good but instead of changing I just went back to the way I was before and let the olders take care of the teaching and I would just watch the kids, like a babysitter. And I felt like a failure.
2. Perceptions of the Team. I didn't know what was or how were supposed to work together or anything. It was never made clear to me at all, so I had to look around and find my own ideas. Before the teaching started [the parolee] told me that we had the best team group and I believed it.	Then I felt like a fool when I found out we weren't the best team. I was mad because I wanted to have the best team but there was nothing I could do to make it the best.	I never did really understand what I was doing as far as the teaching team goes. That made me feel like a failure through the whole summer. I didn't think it was fair for us not to have the best team. How could we have the best team?
3. Image of the Teacher. She was my best friend in the project ever since [the sensitivity training weekend]. I liked the way she operated, she was pretty free, she was mobile, she wasn't obligated to anybody at all. Well I felt directly responsible to her for anything that I did wrong. I felt that I had to explain to her. I don't think that is the way it should be, but I couldn't make myself stop thinking that.	She didn't help me in my external relationships with people. She helped me, she really made me start thinking along a whole new different vein of ideas, and everything I never thought about, maybe that's bad too, because I started thinking, thinking the way she did and that's not good either.	I suppose I could develop my own ideas but I liked what she was thinking and I had my choice of a whole lot of other people to think after but I chose her.

Table 31 is a reconstruction of some values, means to implement them and noted results of one housewife.

TABLE 31
RECONSTRUCTION OF VALUES AND TEACHING METHODS OF ONE ASSISTANT TEACHER (Housewife)

Housewife's Assumptions	*Methods Employed*	*Results and Implications Noted*
It was assumed that children should have some basic principles in order to grow into responsible citizens.		
1. It is important to learn children to work together and be helpful. Each person is dependent on someone else.	The children were shown that working together is beneficial and helpful.	They did not have but four boxes of crayons and there were six children, so they shared the crayons, by each child doing one thing while the other used the crayons. They worked together in getting books, games, clearing away paints, soiled paper, etc.
	Their [six children] behavior and manners were noted - at first they would grab from one another what they wanted, a pencil, crayons, erasers and paper. This was noted.	After one such session they were asked if they enjoyed their neighbor grabbing from them. The answer was "no."
	They were asked what would they have liked their neighbor to have done.	They replied, "Asked for it," and said, "thank you." Thus, the children started asking for what they wanted and saying Thank You. Other incidents involved the use of May I, Please, etc.
2. Neatness should be taught children in all of their daily procedures.	The children were advised about good housekeeping and also about their personal appearance, i.e., shoe laces untied, hair ribbons not tied, etc.	To see that all desks were cleared and papers and books put away after each days work became a must to the children

Housewives (Parents).

We had been impressed with the work of Margaret Rioch (17) in her demonstration project training eight housewives as "mental health counselors." She reasoned that women who had raised children successfully and managed households had a fund of knowledge about human behavior. With proper training, this knowledge could be put to use in working with people at a time when there was need. Second, she pointed out that many middle-aged women who had raised children were wanting a second career and could offer many years of service. We felt her rationale had direct bearing on roles for non-professionals in the education of children, and were eager to find out what kinds of tasks they might perform.

The housewives, as mentioned earlier, were largely referred by the resident principal of the project school, who had worked in the community nine years and knew all of them. She referred women she thought would be interested in the project, would have some talent to offer, and whose family needed additional income. Seven of the group were women and the eighth was a father who was currently unemployed and needed work. He had several children in the school. Five were Negroes, one was Mexican-American, and the remaining two were Caucasian; two were grandmothers.

Early in the training sessions, they expressed their concerns about finding a role. They wanted one prescribed for them, and were uncertain about how to find one. They felt inadequate, being with professional teachers, and with the college students. They anticipated difficulties with the children - getting their attention, knowing what they needed, and were worried whether or not the children would like them. They wondered if the children might not prefer the credentialed teacher or one of the younger assistant teachers. They had difficulties in identifying what they had to offer in the project, but were enthusiastic and excited about being chosen for it.

The adults early expressed need for training, particularly in teaching methods and ways to handle children. They wondered if they would understand the teachers (get directions straight, etc.) and if they could keep to schedules they thought would be required. They wondered if they would have conflicting ideas with the teachers and how they would be handled if they arose. They were concerned about what they would do if they didn't understand the children or if they became impatient with them. These concerns were voiced early in their separate meetings and in the weekend sensitivity training meetings. They were a very humble and open group of people.

As the project progressed, they felt responsible for several areas, and as the structure of many of the aspects of the project was loosely defined, their needs to offer assistance became greater. They felt responsible for the children - were concerned about safety, over moral issues, over the amount of content learning that was taking place, and with the reactions of the children's parents and their neighbors in the community. They felt responsible for the younger non-professionals in the project, to look after them and give them advice. This was often resented by the young people, who were in the midst of experimenting with being responsible for themselves in new situations. The parents often felt rejected and unwanted by the young people and by those with higher education.

In the daily seminar, they felt a responsibility to get it going - they, as a group, opened it most often. They wanted to get things resolved, and learn the right ways to solve problems and to work with children.

As the summer ended, they were less anxious to have clear-cut solutions to complex human problems, had less "awe" of professional people, had learned to give less advice (some had learned that much of their advice had not been heeded), had had some success experiences with children and had gotten to know young people much better. There were notable changes in some of them physically, as has been observed in earlier chapters. A few did not seem to change as much as others, and some re-inforced their earlier beliefs, e.g., that young people are irresponsible, that children need more structured learning experiences, etc.

One housewife summarized her experiences as follows:

WHAT I HAD TO OFFER AND EXCEPT

> I learned to sense the childrens' individual attitude and to have an understanding with each child so that I was able to set guide lines, and still be accepted as someone they could trust. I offered them my love, sincerity and sympathy. They were finally able to realize the importance of getting an education through their own creative skills.
>
> We worked on courtesy, manners and cooperation on all age levels. We were able to work according to each child's needs. I help by visiting the homes of the children and gaining some knowledge of their backgrounds.
>
> My summer work was an opportunity for me to progress mentally, develop new ideas and growth in honest communication with others. The training period for this program could have been longer and more time with the team before school started.
>
> Ada McAllister

The College Students.

Seven of the college students were (males) actively involved in planning the project. They had been assistants in University Extension courses for teachers taught by the consultant in charge of the Change and Development Team. They had high expectations for the summer and hoped to do many new things with children. Some of them had been actively identified with social change and protest. One, for example, had participated in the March on Washington in 1963 concerning civil rights and had spent a summer abroad living and working with families as part of "Project India." Another had spent the previous summer in Mississippi with civil rights workers. Another had been president of the student body at the Riverside Campus of the University of California and had resigned because he disagreed with University policies regarding whether the student government should be permitted to express sympathy with civil rights workers in Selma, Alabama. One had just graduated from the University of Chicago, had had courses with Bruno Bettleheim and was anxious to try some of his theories with children. Another was a graduate student in psychology who had moved from a physical science orientation in undergraduate years to an existential philosophical approach. The eighth was a girl from the community, and member of a minority group. She had to cope with being the only member of her sex, racial group, and with college students who were especially assertive and had definite commitments to social protest and change. All were at important transitions in their own intellectual, social and emotional lives.

At the beginning, the college students were seen as a different group by the staff. Many of the teachers felt threatened by them, as some of the college students had preconceptions that certified teachers were too authoritarian and not very creative in their approach to learning situations with children. One college student wrote of the "shackles" he felt the staff put on them.

> The certified teacher felt threatened by me as an intellectual challenge... She had me shackled as one who would question her position. The certified teacher asked me for ideas with a direct question, when at her right sat an elderly local housewife with a wealth of experiences with children and at her left (on the edge of a table) sat a high school drop out who had been raised in the local community.

The other non-professionals, especially the housewives, expected a great deal from the college students, and tended to minimize their own competence and ability to perform in the teaching situation.

> The housewife drew the shackle tighter by her image that college holds all the answers. She pressed me further down into the box by saying, "A bright, young lad like you can really teach us. I'm so glad to be on your team."

As the summer session moved on, some of the college students, while feeling competent earlier in the project, began to feel they did not know a great deal about teaching and about children. They began to question their educational backgrounds as being inadequate to help in a school setting and felt more and more frustrated by the expectations of the rest of the teaching teams.

> I knew little of the poor and even less about children, but as their eyes turned toward me, I felt the pressure of the shackle. I could hardly believe that these people expected *me* to answer, yet alone they silently sat back and pressured me with blank stares to present "the answer." I replied, "I don't know," and turned to meet the eyes of the housewife. She said, "You should be able to help us, having been to college and everything."
>
> I found myself expected to fulfill tasks other people understood college to teach. Education to

> many people seems to be of greater value than real life experience. Why I feel this way, is that when working with economically disadvantaged children I figure a housewife from the same area has more to offer than ten college graduates that have had little experience with the poor. But the unfortunate thing is that the housewife looked to me for help and considered her contribution as minimal as she was a "failure" and I was a "success."

Some college students had experiences in the community which they had not anticipated and which gave them new insights about other people, especially those coming from racial minority groups. Where they had understood discrimination intellectually and had taken public stands against it, they had had little real life experience. One college student commented:

> Although I considered myself to be unprejudiced (I had always considered myself a strong supporter of civil rights, having gone to the March on Washington in 1963 and having formed a few civil rights groups at the University of California) I had never really had experiences that made me aware of my own skin color. Throughout the entire summer I was constantly reminded that my skin was white, and although this caused me some bitterness, I learned a great deal from it and hopefully did some personal growing.
>
> At school one day one of the Negro foster children living behind me got in a fight with two of the girls in my group over some eggs he felt they had stolen. When he started swinging a stick at them I stood in his way, and he then called me prejudiced and said that I was defending "the white patties" because they were of my skin color. This probably was the first time that I had been accused of prejudice, and I was quite shocked.

By living with families of minority groups in the community, they gained a better understanding of the day-to-day lives, of people, who were all very poor. This "linking" with the community was one of the most successful aspects of the project, both for the children in their school work and in gaining acceptance by those in the community not immediately involved in the project. It also offered the college students opportunities for life experiences they had not had in college or in their personal lives. One student accounts his first encounter with race prejudice and its consequences.

> One morning I walked over to the local store to buy a newspaper and a pop. After buying them I went out of the store and sat in front of it and out of the way of the door to drink my pop and read the newspaper. After about five minutes, the store owner came out and asked me if I would please move inside to finish my pop and the paper. At first I felt he thought I was in the way of the door, but I quickly realized that he asked me to move because he felt that my skin color displayed on the outside of his store might drive away several of his customers, most of whom were Negro. Upon this realization I quickly finished my pop and walked home to finish the paper there. As I was walking tears came to my eyes. I had been quite hurt by the man's request. Just because I was white he wanted me to move, and for the first time I realized that some Negroes of the community were not going to let me be me, but were going to see me as white visitor. ...My bitterness soon wore off and I acquired great sadness for the thousands of Negroes that had been turned away from thousands of stores and other things that I take for granted just because their skin color was black.

The college students initially had difficulties working together as a group. In the pre-training sessions, they estimated that they spent nearly one-half (48.3%) of their energies in coping with each other. This was intensified as they came to visit the school prior to the project. Two students came to observe and upset the classrooms and the teachers (teachers who were not to participate in the summer project). Some of the staff interpreted their behavior as "arrogant" and felt they would not work out in the project. The consultant of the change and development team became concerned about their behavior and reactions to it in the project school. The project administrator and the resident principal were also concerned about the two students. The consultant, who was acting as the trainer for the college students, asked the project director that the two not be hired for the project and that local students be recruited to replace them. The project director decided that commitments had been made and that these difficulties would have to be worked out, as part of the basic philosophy of the project - namely not screening people out, but learning how to resolve conflicts and learn from them. This incident had a good deal of influence on the college students, and they worked diligently to look at their own behavior and their own assets for the project.

Suggested Role Models for Non-Professionals in Education.

During the course of the project, certain tasks became more clearly defined in the teaching teams, and the assistant teachers began to feel more comfortable in them and develop proficiency. Seven discrete areas seemed to evolve from the experimentation, which we felt contributed to the children's growth and development. Undoubtedly others would have emerged had the project been of longer duration. These identifiable roles were assumed in varying ways by the non-professionals according to their personalities and growth in the project. Further training would have refined the tasks and improved their proficiency.

ROLE MODEL I. *(Listener)*

Rationale. Children coming from large families seldom had an adult with whom they could talk or who would listen to them sympathically. Regular classes in the school were sometimes large (i.e., 40 children in one classroom) and many children had an excess of physical energy.

Typical Tasks. Listened individually, in pairs, or with small groups of up to six children read stories they selected from books. Encouraged children to make up stories of their own. Read and told stories to children in small groups for short periods of time. Listened to children recount experiences in school and at home and attempted to help them learn from and gain meaning from these events in terms of their personal concerns.

ROLE MODEL II. (Trouble Shooter)

Rationale. Many children appeared to be hyper-active in the classrooms. A good deal of physical contact occurred, ranging from play to fighting. Fighting had been handled by typical suppressive means, and was referred to administrative channels when more serious. Adults in the school were often seen as disciplinarians who had limited alternatives to maintain control and order.

Typical Tasks. Worked with the teacher in understanding aggressive and active children. Helped these children to control themselves and each other. Helped them divert their energies into more constructive and socially acceptable channels. Maintained a less judgemental attitude toward them than others and tried to help them and other children understand their behavior. Planned activities involving them with other children, to allow success experiences in human relations, e.g., working with a younger child who was having similar difficulties.

ROLE MODEL III. (Relator)

Rationale. Some children appeared to be isolated and did not interact with many other children. Perhaps they were shy and ill at ease in relating with other children. There were racial feelings present, as the rural community was almost totally segregated. Many families had formerly lived in the "Watts area" of Los Angeles, had had little interaction with Caucasians. Racial tension and bitterness had been passed on from the adults to the children.

Many families were unstable. A death in a family, a family member leaving temporarily or permanently, hunger, and violence were not uncommon to the children. Much of what happened was public knowledge in the community and was often the basis of rumor and distortion which hurt the child. Families frequently moving on sudden notice was common - new children arrived almost daily at the school and families disappeared overnight.

Typical Tasks. Was sensitive to children's feelings and knew how to identify unusual changes in behavior. Worked individually and in small groups with children who had temporary or longer lasting crises in the home. Was supportive and encouraged children to talk about their feelings. Became a stable adult with whom the child could feel comfortable.

ROLE MODEL IV. (Supporter).

Rationale. Many children, coming from large, economically impoverished families, had known few success experiences and were reluctant to try new things. Some were easily hurt and became discouraged when they failed at attempts to do new things. They would often withdraw or become aggressive.

Typical Tasks. Offered support individually and in small groups, to children who became easily hurt or discouraged. Helped them plan things at which they could succeed. Encouraged children to try new things in school and at home. Made home visits to assist the child in following up on his experiences.

ROLE MODEL V. (Inspiror).

Rationale. Classrooms traditionally can be limiting in the variety of means for learning. Not enough individual assistance to develop other approaches was available in classrooms with only one adult present.

Typical Tasks. Provided opportunities for children to learn from things around them. Encouraged children to explore new areas. Took them on field trips in small groups to see new things. Held planning and discussion groups relating to observations.

ROLE MODEL VI. (Linker)

Rationale. Many of the children came from large families, some having ten and more young children living together in small, overcrowded quarters. Relationships with adults were often limited. Older brothers and sisters often exploited the younger ones and allowed them few experiences in which to feel adequate or successful with another child.

Typical Tasks. Visited homes, often riding the school bus home with the children at noon, and having lunch with the family members present. Was often a spontaneous visit at the invitation of the child. Explained school program to family members, got to know them and fed back pertinent information about the child and his school experiences. Brought information about the family to the classroom to help the total group and the teacher understand the child. Met with community organizations to explain project.

ROLE MODEL VII. (Teacher)

Rationale. Large classrooms did not provide enough opportunities for children to adapt content material to their own learning styles for maximum retention and application. Communication blocks occurred between adults coming from middle class backgrounds and children from economically and socially disadvantaged ones.

Typical Tasks. Helped older children plan learning experiences for younger ones; observed "cross-age" relationships and fed back observations in small groups. Offered encouragement and "at-the-elbow" assistance to older children in carrying out their teaching plans for the younger ones. Met with younger children to discuss relationships with older children.

Tutored individual children in skill areas as needed. Net daily with teachers to review children's progress and receive skill in human relations training.

Not all the non-professional assistant teachers seemed suited to all tasks which emerged in the project. Further, as the project progressed, it seemed that they found various kinds of activities with which they were more comfortable and could become proficient. The role of the certified teacher also became increasingly clear - that of organizing, planning, training, supervising, and evaluating. The teachers were progressively less involved in direct teaching of the children and were more involved with training and developing the other staff members, including the older children involved in cross-age relationships.

Table 33 depicts the model which seemed to emerge collectively from the experiences of the eight teams. It is suggestive of an approach which might be further developed in elementary schools, primarily those who have large portions of educationally and economically disadvantaged children.

TABLE 32

TEACHING TEAM MODEL

ELEMENTARY SCHOOL (GRADED OR NON-GRADED CLASSROOMS)
FOR ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED CHILDREN
(20 to 40 children)

ASSISTANT TEACHER
(School Drop Out)

1. Relates as a friend;
2. Helps plan and carry out action-oriented activities, e.g., constructing things from wood and metal;
3. Develops community relations;
4. Takes small groups of children on field trips and makes home visits.

ASSISTANT TEACHER
(Parents)

1. Conducts activity groups;
2. Individual tutoring;
3. Conducts small discussion groups in human relations;
4. Makes home visits and takes children on field trips.

Certified
Teacher

1. Trains and supervises assistant teachers (1 to 6 children)
2. Teaches more complex curriculum material.
3. Evaluates effectiveness of total program;
4. Coordinates planning of new programs and approaches to learning;
5. Conducts daily total class discussion groups.

ASSISTANT TEACHER
(College and High
School Students)

1. Instructs children in content areas in small groups (2-6)
2. Individual tutoring;
3. Systematic observation and research;
4. Home visits.

Older Children
(3-5 Years Older)

1. Work with individual children on content learning or projects;
2. Work with small groups (2-4) in skill development or projects.

ASSISTANT
TEACHERS
(Typical Tasks)

1. Listener
2. Trouble Shooter
3. Relator
4. Supporter
5. Inspiror
6. Linker
7. Teacher

Daily
Schedule

8-9:00 Team Planning-preparation
9-12:00 Class activities
12:00-3:00 Home visits; staff training; team meetings; field trips
3-5:00 Total school staff seminar

REFERENCES

1. Empey, L., and J. Rabow, "The Provo Experiment in Delinquency Rehabilitation," Amer. Sociol. Rev., 26:679, 1961.

2. Lippitt, R., J. Watson and B. Westley, The Dynamics of Planned Change. New York: Harcourt-Brace, 1958.

3. Grant, "Changing Times and Our Institutions," Unpublished paper.

4. See reference 3.

5. Briggs, D.L. "Analysis of Verbal Communications in the Community Meetings," in Wilmer, H.A. Report of Social Psychiatry: A Therapeutic Community at the U.S. Naval Hospital, Oakland, California. Bethesda, Md. National Naval Medical Research Institute, Report.

6. Tannenbaum, R., I.R. Weschler, and F. Massarik, Leadership and Organization: A Behavioral Science Approach. New York: McGraw-Hill, 1961.

7. Lippitt, P. and J. Loman, "A Neglected Resource - Cross-age Relationships," Mimeo paper.

8. See reference 7.

9. Odgers, R.R., "Experiences with Advances in Psychiatric Patient Care," Med. Tech. Bull. 7:244-251, 1956.

10. See reference 7.

11. Lippitt, P., "Elements of Design," "Material to be Covered," "Training of Trainees, Olders Helping Youngers," "Teachers Responsibilities," Mimeo papers.

12. Reissman, F., The Culturally Deprived Child. New York: Harpers, 1962.

13. Pruger, Robert "The Establishment of a 'New Careers' Program in a Public School," publication 107 Contra Costa (California) Council of Community Services, 1966.

14. Bettelheim, B. "The Problem of Generations" in Erikson, E. Youth: Change and Challenge. New York: Basic Books, 1963.

15. Hess, "Educability and the Future of the Welfare Class," Marriage and the Family, 1963.

16. See reference 12.

17. Pines, Maya, "Training Housewives as Psychotherapists," Harpers, March, 1963.